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ABSTRACT

Small schools will find this social studies curriculum guide for grades K-3 helpful in complying with Washington state education laws that require districts to identify student learning objectives and evaluate each student's performance relative to the attainment of the objectives. This curriculum, developed during 1975 and 1976 by teachers and administrators at local, regional and state levels and used as a pilot program in 20 small school districts in the state, has been designed to allow districts to personalize the materials to meet their own educational programs. Additionally, suggested activities, monitoring procedures, and resources used in teaching the sequenced objectives are identified and correlated to 10 Goals for Washington Common Schools and to 7 broad K-12 social studies program goals. Five major subject areas with learning objectives are included: myself and others; families; communities; land and people; and map and globe skills. Within each subject area are sections (28 in all) describing suggested activities in detail. Definitions of terms and discussions of format and student learning objectives are also presented. (AW)

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September 1977

SMALL SCHOOLS
SOCIAL STUDIES CURRICULUM

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K-3

Reading • Language Arts • Mathematics • Science • Social Studies

RC 012846

Dr. Frank B. Brouillet, State Superintendent of Public Instruction, Olympia, Washington

SMALL SCHOOLS

SOCIAL STUDIES CURRICULUM

K-3

Scope

Objectives

Activities

Resources

Monitoring Procedures

January 1978

This is a publication of the Curriculum and Instruction Division
of the Superintendent of Public Instruction, Olympia, Washington.

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Many educators have been involved in the development of the Small Schools Curriculum materials. Of these, Robert Groeschell, now retired from the office of the State Superintendent of Public Instruction, deserves special recognition for his insight, leadership and support in initiating the Small Schools Curriculum Project.

In order to provide assistance to small school districts, a curriculum assessment was conducted by Mr. Groeschell in the spring of 1975. The findings of this assessment pointed out the need for the development of curriculum guidelines to assist small districts in identifying learning objectives and in planning for program implementation. These findings were used to provide the basis for originally funding the Small Schools Curriculum Project.

Appreciation is extended to Dr. Charles Murray, Superintendent, and the staff of ESD 189 for providing meeting space, equipment and resources which facilitated the development of the Small Schools Curriculum materials.

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INTRODUCTION

The Small Schools materials were developed through the cooperative efforts of three levels of educational organizations: local, regional and state. Forty primary teachers and ten elementary principals from small districts in Snohomish and Island Counties (Arlington, Darrington, Granite Falls, Lake Stevens, Lakewood, Monroe, Snohomish, Stanwood, Sultan, South Whidbey and Monroe Christian School), developed and sequenced student learning objectives for grades kindergarten through third in five curriculum areas: reading, language arts, mathematics, science and social studies. Suggested activities, monitoring procedures and resources used in teaching the objectives were identified and each student learning objective was correlated to the State Goals for Washington Common Schools and to broad program goals. Educational Service District 189 and the office of the Superintendent of Public Instruction provided technical assistance, organizational leadership and editorial and publication services to the districts.

On the following pages you will find a portion of the Small Schools Curriculum. Included are student learning objectives, suggested activities, monitoring procedures and resources for Social Studies. These materials were developed during the 1975-76 school year and currently are being piloted in more than twenty small districts within the state. Data collected from the pilot districts will be used to modify the materials in preparation for publication and statewide distribution.

ORGANIZATION OF THE SMALL SCHOOLS MATERIALS

Book covers and objective pages for all Small Schools materials have been color-coded for each subject: Reading--green, Language Arts--yellow, Mathematics--blue, Social Studies--buff and Science--pink. Following each colored objective page there are several pages which identify activities, resources and monitoring procedures which may be used when teaching to the objectives. See pages viii and ix of this book for a more detailed explanation of the format. On that objective page all objectives for an area of the scope are identified. Within each curriculum book the objectives have been correlated to the goals for the Washington Common Schools and to the Small Schools Program Goals for that subject area.

Accompanying the Small Schools Curriculum books are resource assessment booklets for reading, language arts and mathematics, grades K-3. Also within this booklet are the program goals and the scope for each curriculum area.

RELATIONSHIP TO THE SLO LAW

The purpose of this book and all other Small Schools materials is to assist teachers with the improvement of curriculum and instruction. In addition, it is expected that many smaller districts lacking curriculum personnel will find this book helpful in complying with the SLO Law. (This Law requires districts to identify student learning objectives and to evaluate each student's performance related to the attainment of the objectives.) Contained within this book are many more objectives than any district would choose to identify as their SLO objectives. In order to provide districts with assistance in identifying objectives which might compose their SLO list, selected objectives are marked with an asterisk (*). These objectives have been selected with the understanding that they serve only as a model when using the Small Schools materials in helping districts to meet the requirements of the SLO Law.

For more information concerning the SLO Law, see the Handbook for School District Implementation of the Student Learning Objectives Law available from the office of the State Superintendent of Public Instruction.

FORMAT

One unique feature of the Small Schools Curriculum is the format or arrangement of information on the page. The format was developed in order to facilitate the transportability of the product by allowing districts to personalize the curriculum materials to meet their own educational programs. The Small Schools Format provides a simple arrangement for listing objectives and identifying activities, monitoring procedures and resources used in teaching.

Page One

The first format page lists the sequence of student learning objectives related to a specific area of the curriculum for either reading, language arts, mathematics, science or social studies. For each objective a grade placement has been recommended indicating where each objective should be taught and mastered. The grade recommendation is made with the understanding that it applies to most students and that there will always be some students who require either a longer or shorter time than recommended to master the knowledges, skills and values indicated by the objectives.

Columns at the right of the page have been provided so district personnel can indicate the grade placement of objectives to coincide with the curriculum materials available in their schools. District personnel may also choose to delete an objective by striking it from the list or add another objective by writing it directly on the sequenced objective page.

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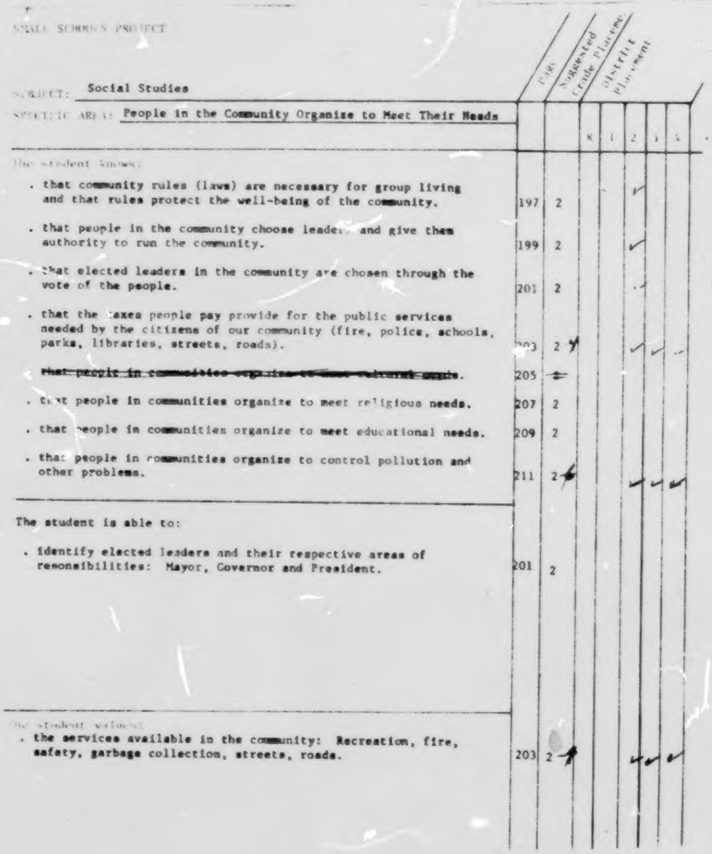

SMALL SCHOOLS PROJECT

SUBJECT: Social Studies

SPECIFIC AREA: People in the Community Organize to Meet Their Needs

	Page	Suggested Grade Placement	District Placement K	1	2	3	4
The student knows:							
. that community rules (laws) are necessary for group living and that rules protect the well-being of the community.	197	2			✓		
. that people in the community choose leaders and give them authority to run the community.	199	2			✓		
. that elected leaders in the community are chosen through the vote of the people.	201	2			✓		
. that the taxes people pay provide for the public services needed by the citizens of our community (fire, police, schools, parks, libraries, streets, roads).	203	~~2~~			✓	✓	✓
~~that people in communities [illegible]~~.	205	~~2~~					
. that people in communities organize to meet religious needs.	207	2					
. that people in communities organize to meet educational needs.	209	2					
. that people in communities organize to control pollution and other problems.	211	~~2~~			✓	✓	✓
The student is able to:							
. identify elected leaders and their respective areas of resonsibilities: Mayor, Governor and President.	201	2					
The student values:							
. the services available in the community: Recreation, fire, safety, garbage collection, streets, roads.	203	~~2~~			✓	✓	✓

Format, continued

Page Two

On the second format page, one or more objectives from the first format page are rewritten and suggested activities, monitoring procedures and resources used in teaching to the objective(s) are identified. The objectives are correlated to the State Goals for Washington Common Schools and to broad K-12 program goals. The suggested grade placement of the objectives and the activities is indicated and, wherever applicable, the relatedness of an objective to other curriculum areas have been shown. Particular effort has been given to correlating the materials with the areas of Environmental Education, Career Education and the use of the newspaper in the classroom.

Below is an example of a completed second format page. Teachers and principals in local districts may personalize this page by listing their own resources and by correlating their district goals to the student learning objectives.

SMALL SCHOOLS PROJECT

Suggested Objective Placement 2

Student Learning Objective(s) A. The student knows that elected leaders in the community are chosen through the vote of the people. B. The student is able to identify elected leaders and their respective areas of responsibilities: Mayor, Governor and President.

State Goal	1,2
District Goal	
Program Goal	1,2,6

Related Area(s) ______

Suggested Activities: Grade(s) 2	Suggested Monitoring Procedures	Possible Resources
Title: Bulletin Board **Group Size:** entire class **Materials:** bulletin board, pictures of the President, Senators and Congressmen **Procedures:** . Make a bulletin board showing the President, Senators and Congressmen chosen by our parents to go to Washington to make rules for our whole country. . Encourage students to find pictures of the President, Governor and Mayor in the newspaper. . Explain that the President is the leader of the U.S.A. and the Governor is the leader of the state, and the Mayor is the leader of the community--city or town. . Discuss problems which might be city, state or national. Have students decide whether it would be the President, Governor or Mayor's problem. **Title:** Guest Speaker **Group Size:** entire class **Materials:** none needed **Procedures:** . Invite mayor, city council member, legislator to discuss election process and procedures. **Title:** Choosing A President **Group Size:** entire class **Materials:** slips of paper, pencil	Given the terms Governor, Mayor, President, etc., the student can give a simple definition (example: that is the leader of our town, state, country, etc.) and relate how that person was chosen.	Film: Why We Have Elections, Learning Corporation District Resources

DEFINITION OF FORMAT TERMS
Small Schools Curriculum Project

Subject indicates a broad course of study. The subject classifies the learning into one of the general areas of the curriculum, i.e., reading, mathematics, social studies.

Specific Area indicates a particular learning category contained within the subject. Within the subject of reading there exist several specific areas, i.e., comprehension, study skills, word attack skills.

State Goal indicates a broad term policy statement relating to the education of all students within the State of Washington. In 1972 the State Board of Education adopted 10 State Goals for the Washington Common Schools.

District Goal generally reflects the expectations of the community regarding the kinds of learning that should result from school experience. These goals are employed mainly to inform the citizenry of the broad aims of the school. When district goals are correlated to student learning objectives, community members are able to see how their expectations for schools are translated daily into the teaching/learning process of the classroom.

Program Goals are K-12 goals which do not specify grade placement. These goals provide the basis for generating subgoals or objectives for courses or units of study within a subject area. Program goals are used as a basis for defining the outcomes of an entire area of instruction such as mathematics, language arts or social studies.

Student Learning Objectives

Three major types of learning objectives which have been identified are knowledge, process and value objectives.

Knowledge Student Learning Objectives identify something that is to be known and begins with the words, "The student knows..." Knowledge objectives specify the knowledge a student is expected to learn. These objectives include categories of learning such as specific facts, principals and laws, simple generalizations, similarities and differences, etc.

An example of a Knowledge Student Learning Objective is: "The student knows guide words in a dictionary indicate the first and last words on the page."

Process Student Learning Objectives identify something the student is able to do and begins with the words, "The student is able to..." These objectives are associated with the rational thinking processes of communication, inquiry, problem solving, production, service and human relationships.

An example of a Process Student Learning Objective is: "The student is able to associate a consonant sound with the letter name.

Value Student Learning Objectives identify only the type of values which foster the context of the discipline. These objectives are thought to be most uniformily and consistantly approved by society as supporting the major aims of the discipline.

An example of a Value Student Learning Objective is: "The student values reading as a worthwhile leisure time activity."

Suggested Learning Activities describe the behavior of both the teacher and students. The instructional strategies employed by the teacher, as well as the activities undertaken by the students, are included in this section. Each activity includes materials, group size and procedures.

Suggested Monitoring Procedures indicate informal methods for determining the progress a student is making towards the attainment of the objective. These methods include techniques such as teacher observation, student interest and attitude surveys and recording results of classroom instruction.

Suggested Learning Resources indicate materials, teacher made or commercially produced, which are needed by both the teacher and students in order to accomplish the learning activities.

GOALS FOR THE WASHINGTON COMMON SCHOOLS

1. As a result of the process of education, all students should have the basic skills and knowledge necessary to seek information, to present ideas, to listen to and interact with others, and to use judgment and imagination in perceiving and resolving problems.

2. As a result of the process of education, all students should understand the elements of their physical and emotional well-being.

3. As a result of the process of education, all students should know the basic principles of the American democratic heritage.

4. As a result of the process of education, all students should appreciate the wonders of the natural world, human achievements and failures, dreams and capabilities.

5. As a result of the process of education, all students should clarify their basic values and develop a commitment to act upon these values within the framework of their rights and responsibilities as participants in the democratic process.

6. As a result of the process of education, all students should interact with people of different cultures, races, generations and life styles with significant rapport.

7. As a result of the process of education, all students should participate in social, political, economic and family activities with the confidence that their actions make a difference.

8. As a result of the process of education, all students should be prepared for their next career steps.

9. As a result of the process of education, all students should use leisure time in positive and satisfying ways.

10. As a result of the process of education, all students should be committed to life-long learning and personal growth.

SOCIAL STUDIES PROGRAM GOALS

1. The student develops basic understandings about human relationships: person to person, person to group, group to group, person to institution, group to institution and institution to institution contacts and dealings.

2. The student develops an understanding of the ways in which beliefs, values and behavior patterns develop and how they are interrelated in a variety of settings and situations ranging from small groups such as the family to very large entities such as nations and a variety of associations of nations.

3. The student understands basic problems and conflicting values in human relationships and develops skills that would enable him/her to deal with problems and values rationally.

4. The student develops a curiosity for social phenomena as well as the appropriate skills to seek information and use it to explain and influence these phenomena.

5. The student understands how events of the past have influenced the shape of today's forms of human relationships and learns to use past experiences as a viable method to attempt to solve current societal problems.

6. The student develops a basic commitment to the dignity of the individual and the democratic process and demonstrates respect for law and the rights of all individuals as well as one's fulfillment of civic responsibility.

7. The student increases his/her knowledge of academic and social skills which enables him/her to develop a positive self-concept and facilitates the growth of social identify.

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SMALL SCHOOLS PROJECT

SUBJECT: Social Studies

SPECIFIC AREA: Myself

	Page	Suggested Grade Placement	District Placement				
			K	1	2	3	4
The student knows:							
. personal identifying information about self.	3	K					
. she/he is like other human beings and also unique.	5-	K					
. that as a unique individual, he/she has certain likes and dislikes.	9	K					
. he/she will grow and physically change during Kindergarten.	11-	K					
. that behavior and feelings often have a cause and effect relationship.	15	K					
. that she/he is responsible for her/his behavior.	15	K					
The student is able to:							
. identify characteristics about self that are unique.	5-	K					
. cope with various changes that occur in routine.	19	K					
. identify and express emotional feelings of love, loneliness, happiness, sadness, anger, frustration.	17	K					
. accept mistakes she/he makes.	21	K					
The student values:							
. choices and own likes and dislikes as a reflection of individuality, uniqueness and contribution to self.	9	K					

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER ________________

SMALL SCHOOLS PROJECT

Suggested Objective Placement K

Student Learning Objective(s) The student knows personal identifying information about self (name, address, phone number).

State Goal 2
District Goal
Program Goal 7

Related Area(s)

Suggested Activities: Grade(s) K

Title: My Name, Address and Phone Number
Group Size: entire class
Materials: worksheet, play telephone, tagboard

Procedures:

- Show film, Letter to Grandma.
  Then discuss with students the important reasons why they need to learn their name, address and phone number.
  Example: "How would knowing this information help you in an emergency? How would it help you if you were lost?"
- Teacher can prepare a worksheet showing a house and phone. The address of each student is placed inside the house and the phone number by the phone. Teacher will print along the bottom: Please help me practice my phone number and address. The students can color the drawings of the house and phone and take the sheets home to practice.
- Extension: Have the students practice their phone numbers by dialing on a play telephone.
- Teacher cuts blank coupons from magazines and newspapers and then puts them into box at activity center. Student can choose a coupon and fill it out with his/her name, address, etc., as shown in a list that includes all students' names and addresses.
- Have students cut out letters from magazines or newspapers to form their names.
- Teacher prepares tagboard cards with students' names and addresses and phone numbers. Cut apart and put

Suggested Monitoring Procedures

Possible Resources

Play telephone

Film:
Letter to Grandma, Coronet

District Resources

Suggested Activities: Grade(s) K	Suggested Monitoring Procedures	Possible Resources
into box. Students will sort through to find their own name, address. . As a culminating activity the students can make a card (Birthday, Christmas, Mother's Day), address it by referring to a card with their address printed on it and take a field trip to the Post Office to mail it. (Excellent when teaching "Me and My Community" Unit.)		
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement K

Student Learning Objective(s) A. The student knows he/she is like other human beings and also unique. B. The student is able to identify characteristics about self that are unique.

State Goal	2,4
District Goal	
Program Goal	1,7

Related Area(s) Career Education

Suggested Activities: Grade(s) K

Title: Developing Understanding
Group Size: entire class
Materials: DUSO kit, Unit 1 (see resources)

Procedures:

. Use the DUSO kit as an introduction.

Title: Magic Mirror Poem
Group Size: entire class
Materials: ordinary mirror, magic mirror (mirror frame covered with cellophane)

Procedures:

. Each student looks into the ordinary mirror and describes him/herself. Teacher then reads the following poem:

Magic Mirror*

My magic mirror sees deep inside
All the things I sometimes hide,
The way I think, see, and feel,
My magic mirror will reveal.
The things I want to do or be
Are all a special part of me
That other folks may never know,
For outwardly they hardly show.
But I can tell you what you'd see
If you looked in my mirror with me.

. Teacher then asks: "What can the magic mirror do?" Ask students to look into the magic mirror and tell

*Author Unknown

Suggested Monitoring Procedures

Each student tells teacher something about him/herself as the teacher writes it down.

Teacher observes each student's development of positive self-concept.

Possible Resources

DUSO Kit (Developing Understanding of Self & Others) American Guidance, Inc.

Books:
Exactly Alike, Evaline Ness
Millions & Millions, Louis Slobodkin
The Green Hornet Lunchbox, Shirley Gordon
Things We Like to Do, Evelyn N. Andre
Smallest Boy in the Class, Jerrold Beim, Morrow.

District Resources

Audio-visual coordinator (for taking family pictures)

Suggested Activities: Grade(s) K	Suggested Monitoring Procedures	Possible Resources

something about themselves.
Example: "Can you tell us something that we don't know that makes you happy?"

Title: Students of the Week
Group Size: individuals
Materials: notice to parents (see activity) badges for each student, scrapbook, camera (Polaroid if possible)

Procedures:

- To establish a "Student of the Week" program:
- Teacher prepares a schedule for Student of the Week (by birthdate, if possible).
- Teacher notifies parents at the beginning of the school year of the program. Include a schedule for the entire class and suggestions for parental participation.
- Parents are encouraged to come in for a family picture and to meet teacher and classmates of their child. Parents are encouraged to show special talents, hobbies, and discuss their occupation if they like.
- Activities during the week:
  On the first day the special student is presented to the class in a variety of ways:
    Give the student a badge to wear for the week.
    Sing a special song about the student.
    Put the student's name on the bulletin board.
    Give the student time to show something special such as photographs, artwork, pets, toys, etc.
    During the week the student is given special tasks and privileges (run errands, be line leader, lunch with teacher, etc.)
    Student may wear a birthday crown on his/her birthday.

Teacher Reference:
About Me, The 1969 Childcraft Annual, Field Enterprises Educational Corp. pp. 6-15

Trade Books:
Just Me, Ets, Scholastic's Readers Choice
Is This You?, Krauss, Scholastic's Readers' Choice.

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement K

Student Learning Objective(s) A. The student knows he/she is like other human beings and also unique. B. The student is able to identify characteristics about self that are unique.

State Goal	2,4
District Goal	
Program Goal	1,7

Related Area(s) Career Education

Suggested Activities: Grade(s) K

At the end of the week the parents come in for picture taking and family show and tell. Party or special treat allowed at this time. Compile a class scrapbook of all the photograps along with any other material that interests the students.

Title: Life Size Images
Group Size: individuals
Materials: butcher paper, crayons

Procedures:

- Have students lie on large sheet of butcher paper and trace around them.
- Have students color themselves.
- Have students cut out images and place in their chair for open house.

Suggested Monitoring Procedures

Possible Resources

Filmstrips:
Awareness: Insight Into People, J.C. Penny.
Arrow to the Sun, Western Woods.

Films:
I Am Me-And I Want to Be, Sandler.
Me-A Self Awareness Film, McDonald/Crain

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement K

Student Learning Objective(s) A. The student knows that as a unique individual she/he has certain likes and dislikes. B. The student values choices and own likes and dislikes as a reflection of individuality, uniqueness and contribution to self.

State Goal	2,4
District Goal	
Program Goal	1,7

Related Area(s) Language Arts

Suggested Activities: Grade(s) K

Title: I Know What I Like
Group Size: entire class
Materials: book (see resources)

Procedures:

- Teacher reads I Know What I Like to class. Then has students take turns calling out "Who likes ________?" (Example: "Who likes blueberry pie?") Those who like the item called out are to raise their hands or stand up (teacher joins in, too).

Title: I Do Not Like It When My Friend Comes To Visit
Group Size: entire class
Materials: book (see resources)

Procedures:

- Teacher reads the above book to the class. Lead discussion on how everyone is unique in her/his likes and dislikes. Ask the students to tell what they like and dislike.

Title: Silhouettes
Group Size: individuals
Materials: overhead or opaque projector, magazines, newspapers

Procedures:

- Teacher draws silhouette of each student using the overhead or opaque projector.
- Students cut pictures from magazines or newspapers of things they like and dislike. One side of the

Suggested Monitoring Procedures

Listen to the students daily to observe how freely they express their likes and dislikes.

Possible Resources

Books:
I Know What I Like, Norma Siman
I Do Not Like It When My Friend Comes to Visit, Ivan Sherman
Free to Be You & Me, book and record, Bell Records

newspapers, magazines

Teacher Reference:
Josephine Newbury's More Kindergarten Resources, John Knox Press

District Resources

Suggested Activities: Grade(s) K

student's silhouette he/she puts the things he/she likes; on the other side the things disliked.
NOTE: Silhouettes can be hung like mobiles. (Excellent for Open House)

Title: I Like Book
Group Size: small or large
Materials: 2 sheets 9x12 manilla or other paper folded or stapled into book form, magazines, scissors, glue, pencil

Procedures:

- Each student looks through magazines and cuts out four or more pictures of things she/he likes - to eat, to wear, symbolic people, etc.
- The more proficient write "I Like" on the top of each page. The less proficient get help.
- Pictures are glued.
- Students read and share books with others.

Suggested Monitoring Procedures

Possible Resources

Filmstrip Series:
Kindle, Inside Out Productions

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement K

Student Learning Objective(s) The student knows he/she will grow and change physically during Kindergarten.

State Goal	2,4
District Goal	
Program Goal	1,7

Related Area(s) Science, Health

Suggested Activities: Grade(s) K

Title: "Growing Up, Growing Older"
Group Size: entire class
Materials: book (see resources); baby clothes, adult clothing; pictures of students at various stages of growth.

Procedures:

. Teacher reads the story to the class.
Lead discussion, asking: "Have you always been the size you are today?"
Display the baby clothes, asking, "Were you ever small enough to wear these clothes? Can you wear them now?" Show the adult clothes and ask, "Will you ever be big enough to wear these clothes?"
Conclusion : Students will change in size as they grow older.

Title: Baby Pictures
Group Size: individuals
Materials: photographs

Procedures:

. Teacher asks students to bring their baby pictures to school. Display the pictures and see if the class can identify each person.

Title: Four Stages of Growth
Group Size: entire class
Materials: magazine pictures of people in four stages of growth (infant, early childhood, teenager, adult) worksheets with categories as follows:

Suggested Monitoring Procedures

Possible Resources

Books:
"Growing Up, Growing Older," Sounds of Laughter, (Holt, Rinehart & Wilson)

Records:
Do You Know How You Grow Inside? Listening Library
Do You Know How You Grow Outside? Listening Library

District Resources

Suggested Activities: Grade(s) K

Infant	Early Childhood
Teenage	Adult

Scissors and paste will also be needed.

Procedures:

- Students select magazine pictures and paste them on the worksheets in the appropriate category.

Title: Happy Birthday
Group Size: individuals
Materials: paper, tagboard, crayons or paint

Procedures:

- Teacher prepares a special chair for the birthday student to sit in. Prepare a paper crown for him/her to wear. Emphasize that on a birthday the student is one year older and is changing. Recite the following poem:

Happy Birthday to Me

It's my birthday
and everyone says
I'm growing up
but look
My arms are growing down!
See my last year's sleeves?

By Eve Merriam

Suggested Monitoring Procedures

Possible Resources

Charts:
Toothcare, American Dental Association.

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement K

Student Learning Objective(s) The student knows he/she will grow and change physically during kindergarten.

State Goal	2,4
District Goal	
Program Goal	1,7

Related Area(s) Science Health

Suggested Activities: Grade(s) K

Title: My Hands
Group Size: individuals
Materials: plaster of Paris or clay

Procedures:

. Use plaster of Paris or clay to make handprints. Ask the students: "When you were a baby would your hand have fit the print? Will it fit when you are an adult?"

Title: How I've Grown
Group Size: individuals
Materials: enough butcher paper to make life-size tracings of each student
crayons or paints

Procedures:

. At the beginning of the year, have each student lie down on a length of butcher paper. Teacher traces the outline of the student. The student can then color his/her outline. Put the student's name on the paper and save until the end of the school year. Retrace the outline and see if the student has changed in size.

Title: Metric Math Measures
Group Size: individual
Materials:

Suggested Monitoring Procedures

Possible Resources

Teacher Reference:
About Me, The 1969 Childcraft Annual, Field Enterprises Educational Corp. pp. 157-185.

District Resources

Suggested Activities: Grade(s) K	Suggested Monitoring Procedures	Possible Resources
Procedures: . Measure student on a wall line in September. . Repeat procedure in May. . Discuss individual growth patterns		
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement K

Student Learning Objective(s) A. The student knows that behavior and feelings often have a cause and effect relationship. B. The student knows he/she is responsible for his/her behavior.

State Goal 2,4,5
District Goal
Program Goal 3,7

Related Area(s)

Suggested Activities: Grade(s) K

Title: Understanding Self
Group Size: entire class
Materials: DUSO Kits (see resource)
Kit 1, Unit 11 (Toward Friendship), Unit 111 (toward Responsible Interdependence)

Procedures:

. Use the DUSO Kit 1, Units 11, and 111 for discussion and activities.

Title: Films
Group Size: entire class
Materials: films (see resources)

Procedures:

. Show the films with follow-up discussions emphasizing that we are always responsible for our actions. NOTE: students will be experiencing these objectives through the school year. Through monitoring, the teacher can counsel with students individually.

Suggested Monitoring Procedures

Observe students each day to see how they handle their feelings in the classroom. Can the student change the feelings of another when asked to do so?

Possible Resources

Kits:
DUSO, American Guidance, Inc.
Pass It On, Southwest Educational Development Laboratory

Films:
School Problems - - Getting Along With Others, Bailey Film Assoc.
Values - - Playing Fair, Bailey Film Assoc.
Our Class Works Together, Coronet.
Flip, Dennis, Scholastic's Readers' Choice
I'm Somebody Too, Malibu
What to Do About Upset Feelings, Coronet.

Filmstrip:
Growing to Know Me, Listening Library.
Values, Eyegate

Books:
Will I Have A Friend?, by Miriam Cohen
The Very Worst Thing? by Berthe Amos

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement K

Student Learning Objective(s) A. The student is able to identify and express emotional feelings of love, loneliness, anger, security, sadness, happiness, frustration (different feelings).

State Goal	2.4
District Goal	
Program Goal	2,7

Related Area(s)

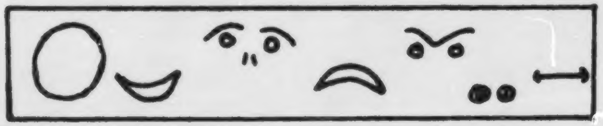
Suggested Activities: Grade(s) K

Title: Expressing Feelings
Group Size: entire class
Materials: books (see resources), paper, crayons, or pencils.

Procedures:

- Read one of the suggested books on feelings. Then have the students draw pictures of what their faces look like when they are happy, sad, angry.

Title: Faces
Group Size: small groups
Materials: flannel board cutouts of various facial expressions and a blank face



Procedures:

- Ask one student to make a face with the cutouts and the blank face showing happiness, sadness. The materials can be left as an activity in a center.

Title: How Do You Feel?
Group Size: small groups
Materials: small paper plates, dowels or pencils, paster, crayons

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Suggested Monitoring Procedures

Observe students daily on how they express their feelings. Be especially aware of those who have trouble expressing their feelings -- try to help them open up.

Possible Resources

Books:
I Have Feelings, Terry Berger
Faces, Barbara Brenner
Michael is Brave, Helen Buckley
Alexander and the Terribe, Horrible, No Good, Very Bad Day, Judith Viorst

Study Prints:
Moods & Emotions, Child's World

Films:
I'm Mad At You, Churchill

District Resources

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Suggested Activities: Grade(s) K	Suggested Monitoring Procedures	Possible Resources

Procedures:

- Before starting the How Do You Feel Game the teacher leads a discussion on the things that make people happy, sad or angry. Have students tell the things that make them feel those emotions.
- Then give each student two paper plates and a pencil or dowel. The students draw a happy face on one paper plate, a sad face on the other. Paste the two plates together with a dowel in between. Lollipop fashion. Then read the following statements to the class, prefacing each one with the phase, "How do you feel." The students hold up the face that expresses how they would feel:

How do you feel when someone smiles at you?
  when someone scolds you?
  when someone says you're not nice?
  when someone says he likes you?
  when someone says he hates you?
  when you tell your mother you love her?
  when you are angry?
  when you are going to a party?
  when you win a game?
  when you have a new toy?

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement K

Student Learning Objective(s) The student is able to cope with various changes that occur in routine.

State Goal 4

District Goal

Program Goal 1,3

Related Area(s)

Suggested Activities: Grade(s) K

Title: Routines
Group Size: entire class
Materials: none needed

Procedures:

- . Discuss the various kinds of routines that students encounter. (Example: "Getting Ready For School" routine, "Getting Ready For Bed" routine.)
- . Ask students what happens when something happens to change a routine (oversleeping, when mother is sick, school bus change, fire drill, sustitute teacher, etc.)
- . Have the students role-play a typical routine. Add a circumstance that will make it necessary to alter the routine. Role-play the new routine.

Suggested Monitoring Procedures

Observe student's reaction to accepting changes in routine

Possible Resources

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement K

Student Learning Objective(s) The student is able to accept the mistakes that he/she makes.

State Goal	2,4
District Goal	
Program Goal	2,7

Related Area(s)

Suggested Activities: Grade(s) K

Title: Mistakes
Group Size: entire class or small group
Materials: DUSO Kit 1 (see resource)

Procedures:

- Read the stories in the DUSO Kits to the class. Lead a discussion about the mistakes that people make (it helps if the teacher mentions a mistake she/he has made). Talk about how mistakes help us learn.
- Set a policy in the classroom that all mistakes are accepted. No one is to be made fun of when he/she makes a mistake. Emphasize that if a student catches his/her own mistake he/she is really thinking on his/her own.

Suggested Monitoring Procedures

Observe students throughout the year in how well they accept their mistakes.

Possible Resources

Kits:
DUSO Kit 1, Manual, p. 35
"The Boy Who Was Perfect"
"John Teaches Himself!"
"The Swing"
"The Big Race"
"Peekaboo Emu" from the American Guidance, Inc.

Filmstrips:
Learning To Live With Others, Society for Visual Education, Inc.

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SUBJECT: Social Studies

SPECIFIC AREA: Me and My Family

	Page	Suggested Grade Placement	District Placement K	1	2	3	4
The student knows:							
. that each member of the family has responsibilities in his/her home.	25	K					
. the ways in which family members help him/her.	27	K					
. the ways in which she/he helps her/his family.	29	K					
The student is able to:							
. identify activities that members of her/his family share.	33	K					
. compare his/her home with homes of other members in the class.	31	K					
The student values:							
. his/her contribution to other family members.	29	K					
. the various holidays and activities his/her family shares.	33	K					

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OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER ____________

SMALL SCHOOLS PROJECT

Suggested Objective Placement K

Student Learning Objective(s) The student knows that each member of the family has responsibilities in his/her home.

State Goal 5.7

District Goal

Program Goal 2.6

Related Area(s)

Suggested Activities: Grade(s) K

Title: What Are My Parents' Jobs
Group Size: entire class
Materials: film

Procedures:

- Show film about mother's and father's jobs.
- Have students report to the whole class on what their parents do in and out of the home. If they don't know, send home a note asking their parents to acquaint them with what they do.
- Have students draw a picture of what their parents do in the home and then a picture of what they do out of the home. Teacher will print sentences below picture, dictated by the student. Put pictures on a bulletin board.

Title: Parents' Jobs Game
Group Size: small group
Materials: bottle

Procedures:

- Play the game "Spin the Bottle." The bottle spins and the student that the bottle points to will act out his/her parent's jobs. Students in group will try to guess. Student who guesses correctly gets to spin the bottle.
- Note: Teacher may want to send home letters asking for parents to come in and share their occupations with the class. (Example: A housewife can share what she does at home, or if she has a special hobby or talent she can share that. Maybe some parents have businesses close by that can be visited by the class.)

Suggested Monitoring Procedures

Ask each student individually, upon culminating the activities, what their parents do.

Possible Resources

Films:
Families and Jobs: Risa Earns Her Dime, McGraw-Hill

Books:
Where Are The Mothers? Dorothy B. Marino
A Father Like That, Charlotte Zolotow
Mommies At Work, Eve Merriam

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement K

Student Learning Objective(s) The student knows ways in which family members help him/her.

State Goal 7

District Goal

Program Goal 1

Related Area(s)

Suggested Activities: Grade(s) K

Title: Family Members Help Each Other
Group Size: entire class
Materials: books and films

Procedures:

. Select books and films that deal with this subject. (see resources)

. After reading and showing these films, have students discuss ways in which their family members help them. Have them draw a picture of one of their family members helping them. They will tell about their pictures as the teacher writes their description on the picture.

Title: Thank You Booklets
Group Size: small group or entire class
Materials: paper, staples

Procedures:

. Students can make a "Thank You" booklet to show appreciation for the things that their parents do. This would be pictures the students have drawn and a "Thank you for. . ." written by the teacher.

Suggested Monitoring Procedures

Ask students individually to tell you what their family members do to help them at home.

Possible Resources

Kits:
You and Your Family, SRA.

Films:
What Will Linda Do?, Doubleday.
Families & Learning, McGraw-Hill.
Families and Recreation, McGraw-Hill.
Families and Rules, McGraw-Hill.

Books:
On Mother's Lap, Ann Scott
Peter's Chair, Ezra Keato
Mothers Can Do Anything, Joe Lasker
A Father Like That, Charlotte Zolotow

District Resources

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement K

Student Learning Objective(s) A. The student **knows** ways in which he/she helps his/her family.

B. The student values his/her contribution to other family members.

State Goal

District Goal

Program Goal

Related Area(s)

Suggested Activities: Grade(s) K

Title: Children Help Families
Group Size: entire class
Materials: books, pictures

Procedures:

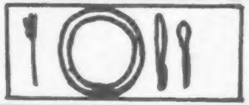
- Teacher reads story, Who Needs Me.
- Teacher shows pictures of children helping their families.
- Ask individual students to name some ways their families need them.
- Ask students to discuss how they feel when they help at home.

Title: Job Tickets
Group Size: small group
Materials: tagboard

Procedures:

- Teacher makes job tickets. Students can illustrate with jobs they want to perform.

Good For
One Job



Suggested Monitoring Procedures

Have students tell you individually how they help their families.

Setting the table.

Possible Resources

Books:
Who Needs Me?, Florence Heida

Filmstrip Series:
They Need Me, Churchill Film.

District Resources

Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Possible Resources
		District Resources

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SMALL SCHOOLS PROJECT

Suggested Objective Placement K

Student Learning Objective(s) The student is able to compare his/her home with homes of other members in the class.

State Goal 4

District Goal

Program Goal 7

Related Area(s)

Suggested Activities: Grade(s) K

Title: Different Homes
Group Size: entire class
Materials: film, pictures

Procedures:

- Teacher shows films suggested in resources and discusses the various kinds of homes the students live in, or
- Teacher can show pictures of places families live in. (Example: trailer house, apartment, frame house, brick house)

Title: Field Trip
Group Size: entire class
Materials:

Procedures:

- If possible, take students on a field trip to see different homes in the community.

Title: Liking Their Home
Group Size: entire class
Materials:

Procedures:

- Teacher asks students to tell what they like about their homes. Record what they say on a drawing of their home that they have colored.

Suggested Monitoring Procedures

Ask the student to tell you some characteristic features of his/her home.

Possible Resources

Books:
The Biggest House, Ruth Jaynes
The House With The Red Roof, William Wise
The Little's House, Nancy Curry
We Were Tired of Living in A House, Liesel Mo Skorpen

Teacher Reference:
About Me, The 1969 Childcraft Annual, Field Enterprises Educational Corporation, pp. 110-131.

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

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SMALL SCHOOLS PROJECT

Suggested Objective Placement K

Student Learning Objective(s) A. The student is able to identify activities that members of his/her family share. B. The student values the various holidays and activities that help his/her family share.

State Goal	
District Goal	
Program Goal	

Related Area(s) Art

Suggested Activities: Grade(s) K

Title: Families Share Activities
Group Size: entire class
Materials: film Fun is For Everyone

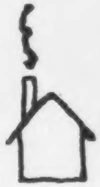
Procedures:

- Teacher asks the students to name various activities each of their families share.

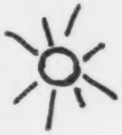
Title: Classifying Activities
Group Size: small group or entire class
Materials: pictures, tagboard

Procedures:

- Teacher can find pictures of family activities. Students are asked to classify the activities as indoor and outdoor or in any other way by cutting and pasting them in appropriate sections as shown below.



Inside House Activities



Outside House Activities

Suggested Monitoring Procedures

Ask students individually to name some activities that they share with their families.

Possible Resources

Books:
The Buttons Take A Boat Ride, Edith McCall
Friday Night is Papa Night, Ruth Sonneborn
Happy Birthday, Myra Livingston

District Resources

Suggested Activities: Grade(s) K

Suggested Monitoring Procedures

Possible Resources

Title: Family Birthdays
Group Size: entire class
Materials: tagboard or drawing paper

Procedures:

. Teacher discusses with the students that their birthday and birthdays of other family members are very special activities their family shares. Students make a birthday placemat. They can take it home and use the decoration whenever their family celebrates a birthday.

Title: Family Photos
Group Size: entire class
Materials: photographs

Procedures:

. During "Show and Tell," the teacher can encourage students to bring in photographs of their families engaged in family holidays or other activities.

District Resources

SUBJECT: Social Studies

SPECIFIC AREA: Me and My Friends

	Page	Suggested Grade Placement	District Placement K	1	2	3	4
The student knows: . and recognizes the individuality of others.	37	K					
The student is able to: . describe distinguishing characteristics of his/her friends.	37	K					
The student values: . the likenesses and differences of friends through their relationships.	37	K					
. the friendships of others.	39	K					

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER ______________

SMALL SCHOOLS PROJECT

Suggested Objective Placement K

Student Learning Objective(s) A. The student knows and recognizes the individuality of others. B. The student if able to describe distinguishing characteristics of his/her friends. C. The student values the differences and likenesses of his/her friends through their relationships.

State Goal	2
District Goal	
Program Goal	1,3,7

Related Area(s)

Suggested Activities: Grade(s) K

Title: Acknowledging "Experts"
Group Size: entire class
Materials: none needed

Procedures:
- Lead a discussion on doing things well and stress that just about everyone can do something really well. Ask: "Can you think of what each one of you can do well and tell us?" Allow plenty of time for students to express themselves.
- Praise the number of "experts" you have in class for their observations.

Title: Story
Group Size: entire class
Materials: Book, I Am Better Than You

Procedures:
- Read the book to the class and then discuss it, emphasizing that everyone in the class can say "I am better than you," in some things.

Title: Reinforcing Positive Characteristics
Group Size: individuals
Materials: none needed

Procedures:
- Notice something a student is doing well and talk with him/her about it.

Suggested Monitoring Procedures

Observe the growth of each student throughout the year in his/her observance of the differences of others.

Possible Resources

Book:
I Am Better Than You, Robert Lapshire

Film:
Why We Need Each Other: The Animals' Picnic Day, Learning Corporation

Kit:
DUSO, American Guidance, Inc.

Study Cards:
Got To Be Me! Argus Communications

District Resources

Suggested Activities: Grade(s) K

Title: Role Playing
Group Size: small group
Materials: none needed

Procedures:

. Set up situations to role playing what the students can do best. (Example: Ask if anyone can be a good policeman--Select another to play the parent of a lost child. Patent asks: "Mr. Policeman, can you help me find my lost child?" The parent describes the lost child and the policeman tries to find the child.

Title: Why We Need Each Other
Group Size: entire class
Materials: Film, Why We Need Each Other

Procedures:

. After viewing the film discuss with the students why we need each other and how we feel about needing one another.

Suggested Monitoring Procedures

Possible Resources

Poster:
"I Like You-You're Different"
(377), Argus Communications

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement K

Student Learning Objective(s) A. The student values the friendship of others.

State Goal	6,2
District Goal	
Program Goal	1,3,6

Related Area(s)

Suggested Activities: Grade(s) K

Title: Friends
Group Size: entire class or small groups
Materials: worksheet

Procedures:

- Teacher asks students: "What are friends? What are some of the things children like to do with friends?"
- Distribute the worksheet for students to use in drawing things they do with friends.

Title: A Friend Is Someone Who Likes You
Group Size: entire class
Materials: book (see above)

Procedures:

- After reading the book, A Friend Is Someone Who Likes You, to the class discuss friendship. Ask: "How do you feel when you are with your friends? How would you feel if no one liked you?"
- Read other books on friendship to the class and direct discussions on the importance of friendship.

Suggested Monitoring Procedures

Teacher observes to see if the student has a willingness to play with others.

Possible Resources

Books:
A Friend Is Someone Who Likes You, Joan Anglund
I'm For You and You're For Me, Mabel Watts
Best Friends, Miriam Cohen
Kam Lee Comes to School, Ruth Baylor (excellent for the first day of school)

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

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SMALL SCHOOLS PROJECT

SUBJECT: **Social Studies**

SPECIFIC AREA: **Me and My School**

	Page	Suggested Grade Placement	District Placement				
			K	1	2	3	4
The student knows:							
. the physical layout of the schools and classroom.	43	K					
. how the school and home are alike and different .	45	K					
. the various school rules.	47	K					
. it takes many people doing various jobs to maintain the school.	49	K					
. that there are various jobs that are necessary to maintain the classroom.	51	K					
. that school is a place for learning and acquiring new skills and abilities.	53	K					
The student is able to:							
. demonstrate acceptance of school rules.	47	K					
. identify the jobs and tools of school personnel.	49	K					
. assume responsibility for classroom jobs.	51	K					
. take individual responsibility for accomplishing new tasks	53	K					
. work independently.	55	K					
. share and cooperate with members in the classroom.	57	K					
The student values:							
. the importance of school rules.	47	K					
. the roles of school personnel.	49	K					
. his/her role as a learner in the school.	53	K					
. the importance of sharing and cooperating in the classroom.	57	K					
. the free time that provides opportunities to work together and share.	57	K					

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OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER ________________

SMALL SCHOOLS PROJECT

Suggested Objective Placement K

Student Learning Objective(s) A. The student knows the physical layout of the school and classroom.

B. The student is able to identify a map as being a special flat drawing of a location. (See Map Skills Objectives, Page 341.)

State Goal	1
District Goal	
Program Goal	7

Related Area(s) Map Skills

Suggested Activities: Grade(s) K

Title: Location in Classroom
Group Size: small or large
Materials: paper, chalkboard

Procedures:

- Teacher draws a representation of the classroom on paper or on the chalkboard including: location of items in the room, placement of doors, windows, learning centers.
- The teacher then conducts a game with map projection (above) asking students to move from place to place in the room after identifying the point of relocation on the drawing.

Title: Map-making
Group Size: small group or entire class
Materials: worksheets

Procedures:

- Teacher gives students each a worksheet with an outline of the room, putting a couple of items on the outline, such as the teacher's desk and a learning center or something else marked in its proper corner. Ask students to locate their desks on the outline after agreeing on the symbol they would like to use.
- Show several and emphasize the accuracy.
- Introduce the term "map" as a drawing of a real area.

Suggested Monitoring Procedures

Ask students to find various areas that you name in the room.

Possible Resources

Books:
Trip Through A School, Jeanne Rowe
What We Find When We Look At Maps, John Oliver

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement K

Student Learning Objective(s) The student knows how the school and home are alike and different.

State Goal	1
District Goal	
Program Goal	

Related Area(s)

Suggested Activities: Grade(s) K

Title: Home and School: Alike and Different
Group Size: entire class
Materials: pencils, paper, crayons

Procedures:

- After talking and learning things about the school and home, have the students discuss how home and school are alike and different.
- Have students draw a picture of some things they do at home and at school that are the same. Then have them draw a picture of something they do at home that they can't do at school.

Title: Home and School: Alike and Different
Group Size: entire class
Materials: films

Procedures:

- Show any of the films listed in the resources. Discuss the differences and similarities in home and school. Emphasize that in schools we mainly learn. At home we find satisfaction for most of our other needs.

Suggested Monitoring Procedures

Ask students individually to name two ways in which home and school are alike and two ways in which they are different.

Possible Resources

Books:
First Day In School, Bill Binzen
A World Full of Homes, William Burns
At Home, Esther Hautzig
Almost Big Enough, Jean Tamburine

Audio Tape:
Our School, (#031304), ESD 121

District Resources

Suggested Activities: Grade(s) ____	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement K

Student Learning Objective(s) A. The student knows the various school rules. B. The student is able to demonstrate acceptance of school rules. C. The student values the importance of various school rules.

State Goal	5,7
District Goal	
Program Goal	2,6

Related Area(s) Safety Education

Suggested Activities: Grade(s) K

Title: School Rules
Group Size: entire class
Materials:

Procedures:

- Introduce the school rules the first week of school. Lead discussion and show students various safety rules connected with walking home and on the playground.

Title: Safety Rules
Group Size: entire class
Materials: safety films

Procedures:

- Show films on safety and determine through discussion whether your school has the same rules. Discuss why there are safety rules and how they help students and adults.

Title: Rules Chart with Successful Followers
Group Size: entire class and individual
Materials: tagboard

Procedures:

- Make an "I Am Learning To Follow The Rules" chart (list names of the students on the left side. Put pictures or drawings of the various rules across the the top).

Suggested Monitoring Procedures

Observe students throughout the year on how well they demonstrate knowing the rules.

Possible Resources

Films:

Schools and Safety: David Won't Be Here Today, McGraw-Hill
Safe Ride On The School Bus, Martin Moyer
Beginning Responsibility - Rules At School, Coronet
Safety on the Playground, Britannica

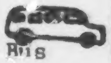
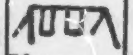
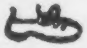
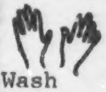
Tape:

School Bus Safety, National Center for Audio Tapes

District Resources

Suggested Activities: Grade(s) K

- Put a check under the picture when the student follows that rule.

Student's name	 Bus Rules	 Play-ground	 Walk in halls	 Wash before lunch

Suggested Monitoring Procedures

Possible Resources

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement K

Student Learning Objective(s) A. The student knows that it takes many people doing various jobs to maintain the school. B. The student is able to identify the jobs and tools of school personnel. C. The student values the roles of school personnel.

State Goal 5,7

District Goal

Program Goal 1,6

Related Area(s) Career Education

Suggested Activities: Grade(s) K

Title: School Tour
Group Size: entire class
Materials:

Procedures:

- As a group, tour the school building, visiting each school worker.

Title: Helper's Tools
Group Size: entire class
Materials:

Procedures:

- Show any of the films listed and direct students' attention to the tools various helpers use.

Title: School Workers
Group Size: entire class
Materials:

Procedures:

- Teacher invites all the school workers to visit the classroom at the same time and tell one thing they do and the tools they use.
- Teacher has cards with pictures of workers' clothes and tools.
- Students guess the name or title of the worker associated with the picture on the card.
- As students identify the title of the worker, they get to keep the card.

Suggested Monitoring Procedures

Teacher can prepare a post test where student will match tools of school personnel to pictures of school personnel.

Possible Resources

Films:
Schools and Jobs -- Lots of People Work Here, McGraw-Hill

Books:
About School Helpers, Elaine Hoffman and Hefflefinger
Just Awful, Alma Whitney
What It's Like To Be A Teacher, Arthur Shay

Kits:
Focus on Self Development -- State 1 Awareness, SRA

District Resources

Suggested Activities: Grade(s) K

Suggested Monitoring Procedures

Possible Resources

Title: Chart with School Workers
Group Size: small groups
Materials: magazines

Procedures:

- Each student names an occupation of school personnel to be listed on a large chart. The student will cut pictures from magazines of tools that are related to or representative of any job listed on the job chart and paste pictures next to job listing.

Title: Role Playing
Group Size: entire class
Materials:

Procedures:

- The student will choose the job within the school that is most interesting to him/her. Students role play the use of representative tools.

Secretary -- telephone, typewriter
Librarian -- book
Teacher -- chalk, eraser
Custodian --broom, sponge
Cook -- utensils, pans

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement K

Student Learning Objective(s) A. The students knows that there are various jobs that are necessary to maintain the classroom. B. The student is able to assume responsibility for classroom jobs.

State Goal	7
District Goal	
Program Goal	1,13

Related Area(s) Career Education

Suggested Activities: Grade(s) K

Title: Classroom Responsibilities
Group Size: entire class
Materials:

Procedures:

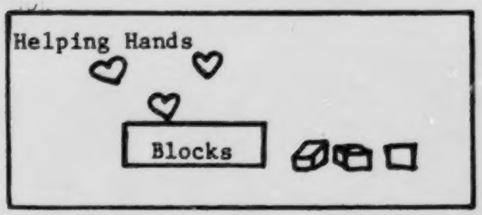
- . Ask students how the classroom would look if we didn't put away equipment after we used it or clean up when we have finished an activity.
- . Ask students to identify what the classroom jobs are. Teacher can demonstrate with students the ways to perform various jobs (role play).

Title: Job Chart
Group Size: entire class
Materials: chart, films

Procedures:

- . Show films listed to emphasize the various responsibilities students have in the classroom. Prepare a chart showing routine classroom jobs.

Make pockets
for all areas



Suggested Monitoring Procedures

Observe students throughout the year as to how they handle classroom jobs.

Possible Resources

Films:

Classifying Objects, Beginning Responsibilities, Minnemast

Books and Their Care, Coronet
Other People's Things, Coronet
Taking Care of Things, Coronet

District Resources

Suggested Activities: Grade(s) K	Suggested Monitoring Procedures	Possible Resources
Title: Assigning Jobs **Group Size:** entire class **Materials:** chart **Procedures:** . Students choose job for a day or a week. Teacher places their names on the chart.		
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement K

Student Learning Objective(s) A. The student knows that school is a place for learning and acquiring new skills and abilities. B. The student is able to take responsibility for accomplishing new tasks. C. The student values his/her role as a learner in the school.

State Goal	1.10
District Goal	
Program Goal	7.6

Related Area(s) Career Education

Suggested Activities: Grade(s) K

Title: Record of Desires
Group Size: entire class
Materials: story, Whistle For Willie

Procedures:

- At the beginning of the year, teacher reads story, Whistle For Willie. (Peter wanted to learn to whistle, but no matter how he tried, he could never get a whistle to come out. He keeps trying and one day Peter whistles.) Discuss why we must continue to try and how this relates to learning in school.
- Each student identifies one or two things he/she would like to learn during the year.
- Teacher records the information and at the end of the year checks to see if students have learned the things they indicated earlier in the year.

Title: How School Helps Us Learn
Group Size: entire class
Materials:

Procedures:

- Each day before the students go home, teacher asks them what new things they learned that day.
- Teacher asks students, "How does the school help us to learn?" Make a list of students' responses.

Title: Job Responsibilities At School
Group Size: entire class
Materials:

Suggested Monitoring Procedures

Observe and record student's performance in his/her learning tasks.

Possible Resources

Books:
Whistle For Willie, Ezra Keats

District Resources

Suggested Activities: Grade(s) K	Suggested Monitoring Procedures	Possible Resources
Procedures: . Elicit from students how they consider school to be like a job. List their responses. Discuss responsibilities in a job that are like school responsibilities; e.g., attendance, getting tasks done on time.		
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement K

Student Learning Objective(s) The student is able to work independently. (Be sure to incorporate this concept into all classroom activities.)

State Goal	1
District Goal	
Program Goal	2,7

Related Area(s) All Areas

Suggested Activities: Grade(s) K

Title: Working Independently
Group Size: entire class
Materials: worksheet

Procedures:

- Teacher gives a group direction for a worksheet. Teacher leaves the students to do the paper on their own. Example: Draw a picture of themselves. Cut it out and past it on a background.

Title: Freedom of Choice
Group Size: small group
Materials:

Procedures:

- Take group for a stroll around room. Students identify activities and possibilities. Encourage each one to try one thing. After period ends, "show and tell" about products.

  Note: Keep in mind that these objectives can be reached through just about everything students will be doing in class. Monitoring progress is more important here than providing special activities.
- Possibly take pictures of their accomplishments and put them on the board. Make a photo album entitled "Our Accomplishments."

Suggested Monitoring Procedures

Teacher will observe individual student:

1. Does student need help from peers?
2. Does student concentrate on what he/she is doing?
3. Does student ask for teacher help?
4. Does student show signs of frustration?
5. Does student accomplish activity in designated time?

Possible Resources

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement K

Student Learning Objective(s) A. The student is able to share and cooperate with members in the classroom. B. The student values the importance of sharing and cooperating in the classroom. C. The student values the free time that provides opportunities to work together and share.

State Goal	5,9
District Goal	
Program Goal	7,3

Related Area(s) Career Education

Suggested Activities: Grade(s) K

Title: Group Activities
Group Size: small groups
Materials: blocks, clay, paper

Procedures:

- Teacher gives students opportunities to experience group work by dividing into groups for free activity time. Let each group decide what it will work on, whether it be blocks, clay modeling, etc.

Title: Working Cooperatively
Group Size: entire class
Materials: book - Little Red Hen

Procedures:

- Teacher reads book, The Little Red Hen. Teacher asks students how the characters in the story could have worked together to make bread. Students can act out the story with puppets or creative dramatics.
- This activity could be followed by a cooking lesson where the students need to cooperate and work together to prepare something to eat. (Example: plan a breakfast in connection with a nutrition unit.) Note: This is also a long-range objective. The key to success is providing opportunities for students to work cooperatively and constantly guiding them to cooperate. The above are just sample activities.

Suggested Monitoring Procedures

Observe the students to see whether they are sharing and cooperating in all daily activities.

Observe to see whether the student can work together with others to prepare the breakfast.

Possible Resources

Films:
Schools and Sharing, McGraw-Hill
Let's Share With Others, Coronet
Values Cooperation, Bailey Film Assoc.
School Problems - Getting Along With Others, Bailey Film Assoc.
Our Class Works Together, Coronet
Why We Need Each Other: The Animals' Picnic Day, Learning Corporation

Books:
Let's Be Enemies, Janice Udry
The Checker Players, Alan Verabel
The Little Red Hen

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SUBJECT: **Social Studies**

SPECIFIC AREA: **Me and My Environment**

	Page	Suggested Grade Placement	District Placement K	District Placement 1	District Placement 2	District Placement 3	District Placement 4
The student knows:							
. that his/her community is unique and different from other communities.	61	K					
. the physical layout of his/her community	63	K					
. where to go in his/her community for leisure time activities.	65	K					
. there are ways he/she can beautify his/her community and keep it clean.	67	K					
. some of the safety rules in the community.	69	K					
The student is able to:							
. name his/her community.	63	K					
. identify the workers in her/his community who help him/her.	71	K					
The student values:							
. the uniqueness of his/her community.	61	K					
. the safety rules of the community.	69	K					

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OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER ______________

SMALL SCHOOLS PROJECT

Suggested Objective Placement K

Student Learning Objective(s) A. The student knows that his/her community is unique and different from other communities. B. The student values the uniqueness of his/her community.

State Goal	4
District Goal	
Program Goal	2

Related Area(s)

Suggested Activities: Grade(s) K

Title: Communities
Group Size: entire class
Materials: photos and pictures of cities, towns

Procedures:

- Display the various pictures of communities and discuss the differences between communities.
- Ask the students which community pictured is the most like their community and why. Ask what community pictured is the most different from their own and why.
- Display the pictures on a bulletin board under two headings: Alike and Different. Have the students select which column the pictures should be placed.
- Ask the students to tell the things they like most about their community and print the list on the chalkboard.

Suggested Monitoring Procedures

Ask individual students to tell you about their community."

Possible Resources

Books:
Let's Find Out About the Community
and
Let's Find Out About the City, Valerie Pitt

Collect pictures of communities: rural, city, farming, recreational and industrial.

District Resources

Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement K

Student Learning Objective(s) A. The student is able to name his/her community. B. The student knows the physical layout of his/her community.

State Goal	1
District Goal	
Program Goal	1

Related Area(s) Map Skills

Suggested Activities: Grade(s) K

Title: Field Trip
Group Size: entire class
Materials: photographs, pictures from magazines, newspapers

Procedures:

. Take the class on a field trip into the community. (Always refer to the community by name.) Classify places observed on the field trip.

Stores	Houses	Community Service

. Teacher could list places in appropriate column or use photographs or pictures from magazines and newspapers and classify these.

Title: Map Work
Group Size: large group
Materials: map of the community (make copies for each student, if possible.)

Procedures:

. Students locate various areas on the community map, working together. The students can then color these areas. Teacher can label them with pictures or words.

Suggested Monitoring Procedures

Test students individually in naming their community.

Possible Resources

Map of the community.

Pictures or movies of your community.

Magazines, newspapers

Book:
What We Find When We Look At Maps, John Oliver

Audiovisual coordinator (to take photographs of the community.

District Resources

Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement K

Student Learning Objective(s) The student knows where to go in the community for leisure time activities.

State Goal	7,9
District Goal	
Program Goal	6

Related Area(s)

Suggested Activities: Grade(s) K

Title: Recreation
Group Size: entire class
Materials: book about recreation (see resources)

Procedures:

- Read a book about recreation.
- Lead a class discussion about what the students do for fun or interest in their community.
- Ask the class to vote on the place they would most like to visit on a field trip. (Could draw a picture of this favorite place.)
- Teacher may want to take photographs of various recreational areas and areas of interest in the community to share with the students.

Title: Available Community Recreation
Group Size: entire class
Materials:

Procedures:

- Introduce to the class places in the community that are not familiar to them. (Example: museums, libraries, etc.) Talk about where they are and what you can do there. Visit these places on a field trip if possible.

Title: Picnic
Group Size: entire class
Materials:

Suggested Monitoring Procedures

Ask individual students to name at least three areas in the community where they could spend leisure time.

Possible Resources

Books:

What Can You Do Without A Place to Play, Kathryn Hitte
Shimmy, Shimmy Coke-Ca-Pop, John and Carl Langstaff
Zoo, Where Are You? Ann McGovern

District Resources

Suggested Activities: Grade(s) K	Suggested Monitoring Procedures	Possible Resources
Procedures: . Plan an outdoor picnic for June. . Let the students plan for food, clothing, where to go, things to do. . This may lead to a discussion of what the students can do in the summer.		
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement K

Student Learning Objective(s) The student knows there are ways he/she can beautify his/her community and keep it clean.

State Goal ☐

District Goal ☐

Program Goal ☐

Related Area(s) Environmental Education, Art

Suggested Activities: Grade(s) K

Title: Cleaning School Grounds
Group Size: entire class
Materials: poster material, paint

Procedures:

- Take the class to the school grounds.
- Ask if there are any things they can do to make it look nicer. Have them pick up litter.
- Have students make posters for display, reminding other students not to litter.
- Select a small area to plant shrubs or flowers. Have class decide on ways to earn money to buy plants. Prepare the ground together for planting, plant and assume responsibility for caring for the area.
- Save litter to make a "Litter Sculpture" as an art activity.
- Discuss the students' community and areas of the community which students feel could be beautified. Make a list on the chalkboard.

Suggested Monitoring Procedures

Observe whether student refrains from littering and if he/she picks up litter without being told.

Possible Resources

Environmental Unit (Edmonds School District)

District Resources

Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement K

Student Learning Objective(s) A. The student knows some of the safety rules in the community.

B. The student values the safety rules of the community.

State Goal	1,5
District Goal	
Program Goal	1,6

Related Area(s) Safety Education, Health Education

Suggested Activities: Grade(s) K

Title: Safety Rules
Group Size: entire class
Materials: paper, crayons

Procedures:

- . Discuss the following safety areas when appropriate:
- . Crosswalk safety
- . Bicycle safety
- . Water safety
- . Fire safety
- . Skateboard safety
- . Halloween safety
- . Follow up with students drawing pictures illustrating safety rules.
- . Have school patrol demonstrate crosswalk safety and bicycle safety. In the Fall community representatives could emphasize fire safety.

Title: Meeting Strangers
Group Size: entire class
Materials: Film: Meeting Strangers

Procedures:

- . After showing the above film discuss with the class what a stranger is.
- . Lead discussion on what a stranger is. Role-play some situations shown in the film and other situations a student might experience in the community setting. (Example: walking home from school; walking to or from the bus stop.)

Suggested Monitoring Procedures

Ask individual students to tell you some community safety rules.

Possible Resources

Films:

Donald's Fire Survival Plan, Allstate
Bicycle Safety Skills, Coronet
Let's Be at Home in the Water, Porta Films
I'm No Fool With Fire, Disney
I'm No Fool With a Bicycle, Disney
Meeting Strangers: Red Light, Green Light, Bailey Film Assoc.
ABC of Walking Wisely, AAA

Posters:

Series on bikes and buses, National Commission on Safety Education catalogue from National Safety Council

Filmstrips:

Safe Riding in a Car, SPI
Cycle Safety, SPI
Walk Wisely, SPI

Audio Tapes:

Safety and Sound Series (#2026000, 026001, 026002, 026003, 026100, 026101 and 026102) ESD 121

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

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SMALL SCHOOLS PROJECT

Suggested Objective Placement K

Student Learning Objective(s) The student is able to identify the workers in his/her community who help him/her.

State Goal	1
District Goal	
Program Goal	1

Related Area(s) Career Education, Art

Suggested Activities: Grade(s) K

Title: Community Workers
Group Size: entire class
Materials: books, songs, films that cover various workers in the community

Procedures:
- After using some of the resources above, take the students on field trips to visit various workers on the job in your community.
- Invite community representatives to visit the classroom to talk about their jobs.

Title: Parents' Jobs
Group Size: entire class
Materials:

Procedures:
- Have students share the jobs their parents have. If the student doesn't know what the parents do, send a note home explaining to the parents the purpose of this activity and ask them to tell their child some information about their jobs.

Title: Career Corner
Group Size: entire class in small groups
Materials: clothing and tools associated with a variety of community helpers (Example: Stethoscope--doctor; fire hat -- fireman; dental tools -- dentist, etc.) Hand puppets of community helpers.

Suggested Monitoring Procedures

Possible Resources

District Resources

Suggested Activities: Grade(s) K	Suggested Monitoring Procedures	Possible Resources

Procedures:

- Establish a Career Corner with the above materials available. Students spend time at the Corner becoming familiar with the materials.
- Have the students draw pictures of what they want to be when they grow up.
- Have students pantomime various community workers. Class tries to guess who they are.

Title:	Tool Match-Up
Group Size:	small groups
Materials:	large cardboard circle, pictures of community helpers (policeman, fireman, etc.) 4 spring-type clothespins, picture of one tool for each community helper.

Procedures:

- Divide the circle into fourths.
- Paste a picture of an occupation in each quarter of the circle.
- Paste a picture of one tool on each of the clothespins.
- The students then match the tool on the clothespin with the occupation it goes with.

Title:	Community Web
Group Size:	small group
Materials:	pegboard, pictures of various members of the community (policeman, grocer, fireman, postman, etc.) string

Procedures:

- Prepare pegboard by inserting pegs randomly over the surface.
- A picture of the various community members (above) should be placed near each peg with the student

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement K

Student Learning Objective(s) The student is able to identify the workers in his/her community who help him/her.	State Goal	1
	District Goal	
	Program Goal	1

Related Area(s) Career Education, Art

Suggested Activities: Grade(s) K	Suggested Monitoring Procedures	Possible Resources
being the center peg. . Attach a string to the student's peg and ask, "Who are you dependent upon in the community?" (Probable answer: mother or father) . Hook the string around the selected peg (Do not wrap completely.) . Move from peg to peg with the string as the students respond to the question, "Who is one person in the community upon whom the previously selected person is dependent?" . Lead students to return occasionally to the student in the center and other persons previously used. (This will form a more intricate pattern.) After 10 to 20 relationships have been drawn, it is hoped that the student will recognize the result is a web. . Now remove one of the pegs (we suggest the policeman) allowing the strings to fall. This will show a change in the social community and how all of its members are interdependent.		District Resources

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Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT

SUBJECT: **Social Studies**

SPECIFIC AREA: **Families: Composition**

	Page	Suggested Grade Placement	District Placement K	1	2	3	4
The student knows:							
. **the family is the basic group in all societies.**	77-	1					
. **family patterns vary between and within societies.**	81-	1					
. **families undergo changes (loss or addition of members, divorce, marriage.)**	85-	1					
. **relatives are part of a family.**	81-	1					
The student is able to:							
. **give reasons for change in family composition.**	85-	1					
. identify changes within his/her or other families.	85-	1					
. predict changes that would occur in a given situation.	85-	1					
The student values:							
. the family as an institution.	77-	1					
. and respects older members of his/her family as a source of knowledge (aunts, uncles, grandparents).	81-	1					

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OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER ____________

Suggested Objective Placement 1

Student Learning Objective(s) A. The student knows the family is the basic group in all societies. B. The student values the family as an institution.

State Goal	2,7
District Goal	
Program Goal	1

Related Area(s)

Suggested Activities: Grade(s) 1

Title: Families
Group Size: entire class
Materials: none needed

Procedures:

- Teacher leads discussion, asking:

  What does the word "family" mean to you?
  Who is in your family?
  Are all families alike?
  How are families different?
  Are there families other than families of people?
  In what ways are all families alike?

- Let several students respond to each question.

Title: Family Groups
Group Size: individuals
Materials: magazine pictures, paper, paste, display pictures of Snow White and the Seven Dwarfs, Geppetto and Pinocchio, The Three Bears, families from different nationalities, Silver Burdett pictures (see resources)

Procedures:

- Students paste pictures on paper and then illustrate where each family might live.
- Teacher leads discussion to develop understanding that families are groups of people who live together in the same dwelling place.

Suggested Monitoring Procedures

Possible Resources

Magazine:
National Geographic

Films:
Families Around the World, EBE
Families Around the World Series, Silver Burdett

Teacher References:
About Us, The 1973 Childcraft Annual, Field Enterprises Educational Corporation.
Look Again, The 1968 Childcraft Annual, Field Enterprises Educational Corporation, pp. 21-41.

District Resources

Suggested Activities: Grade(s) 1

Title: Families Around the World
Group Size: entire class
Materials: above named film

Procedures:
. Show film to class, then lead discussion.

Title: A Song of Families
Group Size: entire class
Materials: poem; map or globe

A Song of Families, by Leon Trachtman

Families everywhere you go:
Mountain high or valley low;
Kansas, Idaho, or Maine,
China, France, or sunny Spain;
City, jungle, desert bare,
Families, families everywhere.

Families aren't all the same;
Different family, different name.
Different families, different ways,
Different work on different days.
Families black and white and brown,
On the farm and in the town.

Families large, with grandmas, and cousins.
Aunts and uncles by the dozens;
Families small, with only two
To do the things that families do.
Families foolish, families wise,
Families every shape and size.

But different though they are, it's true
There are things all families do:
Laugh together when they're glad,
Help each other when they're sad,

Suggested Monitoring Procedures

Teacher observation: Do the responses of students indicate that they value their families?

Possible Resources

Kit:
School, Families, Neighborhoods- A Multimedia Readiness Program
Field Education Publications, Inc. Unit 2.

Picture Sets:
Living Together in a Modern World, vol. 1 - Food, vol. 2 - Shelter, vol. 3 - Clothing, Creative Educational Society

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 1

Student Learning Objective(s) A. The student knows the family is the basic group in all societies. B. The student values the family as an institution.

State Goal	2,7
District Goal	
Program Goal	1

Related Area(s)

Suggested Activities: Grade(s) 1	Suggested Monitoring Procedures	Possible Resources

Teach their children how to play,
How to do their work each day.

Families, families everywhere
Show their children how to share;
Feed them, clothe them, keep them warm;
Keep them safe from every harm;
Teach them all that they must know;
Guard them, love them, help them grow.

(sung to "Twinkle, Twinkle, Little Star")

Procedures:

- Teacher sings or reads the poem to the students.
- Students learn one or more verses of the song.
- Teacher points out various places on a globe or on a map.
- Teacher asks discussion question: Can you think of three reasons your family is important to you?

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 1

Student Learning Objective(s) A. The student knows family patterns vary between and within societies. B. The student knows relatives are a part of his/her family. C. The student values and respects older members of his/her family (aunts, uncles, grandparents) as a source of knowledge.

State Goal	2,6,7
District Goal	
Program Goal	1

Related Area(s)

Suggested Activities: Grade(s) 1

Title: Snapshots
Group Size: individuals
Materials: family snapshots or drawings (paper, crayon)

Procedures:
- Students bring snapshots of family to class.
- Each student tells who the people are in his/her snapshots and an interesting fact about each one (hobby, job, favorite food, etc.) (If student has no snapshot available, have him/her draw a picture of his/her family).

Title: Family Chart
Group Size: individuals
Materials: paper, pencil

Procedures:
- Make a chart showing number of people in each family.
- From the chart find: The biggest family, the one with the most children, etc.
- Develop lists of: Same size families, one-parent families, all girl children, all boy children, etc.

Title: Olden Times
Group Size: entire class
Materials: none needed

Procedures:
- Invite grandparents to visit the class to tell about some of the customs in the days when they were young and how family life differed from todays'.

Suggested Monitoring Procedures

Possible Resources

Films:
Familes and History--Why is My Name Anderson, McGraw-Hill.
Filmstrip Series:
Families in Action--Let's Meet Some Families, Eyegate

Books:
Grandfathers Are to Love, Lois Wyse
Grandpa and Me, Patricia Gauch,
Grandmother and I and Grandfather and I, Helen Buckley, Lothrop

District Resources

Suggested Activities: Grade(s) 1

Title: Interviewing Grandparents
Group Size: entire class
Materials:

Procedures:

- Students interview grandparents (if possible) to learn about past. Before doing so, class agrees on a set of questions to ask.

Title: Ideal Family
Group Size: individuals
Materials: paper, crayon, magazine pictures, scissors, paste

Procedures:

- Students compose an ideal family (number of people, number of males, females, etc). Students draw or cut pictures from magazines to illustrate their ideal family.

Title: Why is My Name Anderson
Group Size: entire class
Materials: films: Families and History, Why is My Name Anderson

Procedures:

- Teacher shows film above. As follow-up, have students ask their families to make a family tree. Bring the chart to school to display on bulletin board.
Read: My Family Tree

Suggested Monitoring Procedures

Student is able to describe family patterns of some families he/she knows.

Possible Resources

Films:
Japanese Village Life, McGraw-Hill
Arabian Children, Encyclopedia Britannica Educational Corp.
Japanese Boy. The Story of Taro, Britannica
Children of Scotland, Britannica
Spanish Children, Britannica
Families are Different and Alike, Coronet

Books:
My Family Tree, Komaiko

magazines

parents

community people

simple world map

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 1

Student Learning Objective(s) A. The student knows family patterns vary between and within societies. B. The student knows relatives are a part of his/her family. C. The student values and respects older members of his/her family (aunts, uncles, grandparents) as a source of knowledge.

State Goal 2,6,7

District Goal

Program Goal 1

Related Area(s)

Suggested Activities: Grade(s) 1

Title: Families in Action
Group Size: entire class
Materials: filmstrips from series, Families in Action; paper, pencil

Procedures:

. Teacher leads discussion on filmstrips.
. Students make a chart listing similarities and differences:

	# in Family	Climate	Shelter	Clothes	Food	Recreation	Jobs in home
U.S. Family							
Japanese Family							
S. American							
Eskimo							

Title: Same and Different
Group Size: entire class; small groups
Materials: two or more of the films listed in resources

Procedures:

. Teacher leads discussion on likenesses and differences of the cultures studied with our own culture.
. Class chooses one of the cultures to focus on.
  (a) As a group, build a model of a village (Arab, Spanish, Eskimo).
  (b) In small groups, make a list of foods common to that culture; make a list, or illustrate

Suggested Monitoring Procedures

Possible Resources

Filmstrips:
My Family and Yours, Harcourt Brace and Jovanovich.

District Resources

Suggested Activities: Grade(s) 1

Suggested Monitoring Procedures

Possible Resources

clothing, shelters, environment.

(c) Students bring necessary ingredients to make a recipe from that culture.

Title: Ethnic Origin
Group Size: individuals
Materials: world map

Procedures:

. Help students determine their ethnic origin.
. Show on a world map the countries they mention.

Title: Countries of Origin
Group Size: entire class
Materials: parents or community members

Procedures:

. Invite parents or community members to come to class and tell the students about a country they have visited or come from. Encourage the visitors to show materials related to the family life in that country.

Title: Puppet Family
Group Size: individuals
Materials: tongue depressors, newspaper ads, glue, crayons

Procedures:

. Students color and cut out pictures of people from newspaper ads to represent each member of their families. Mount these on tongue depressors to make puppets. (Save these for later role-playing activities.)

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 1

Student Learning Objective(s) A. The student knows families undergo changes (loss or addition of members, divorce, marriage). B. The student is able to give reasons for change in family composition. C. The student is able to identify changes within his/her or other families. D. The student is able to predict changes that would occur in a given situation.

State Goal	1.2.4
District Goal	
Program Goal	1.2.3

Related Area(s)

Suggested Activities: Grade(s) 1

Title: Baby Pictures
Group Size: individuals
Materials: snapshots, baby pictures

Procedures:

- Ask each student to bring a baby picture of himself/herself to class.
- Display the pictures (3 or 4 at a time) and ask the class to guess whose baby pictures they are. (Can have the students who are the subjects of the pictures stand before the class to simplify guessing procedure)
- Ask questions:
  (a) Was it easy to match picture with the student?
  (b) How have the students changed?
  (c) What things have not changed?

Title: People Change
Group Size: entire class
Materials: none needed

Procedures:

- Teacher leads discussion:
  (a) Do people stay the same year after year?
  (b) How do they change?
  (c) How have you changed since you were a baby?
  (d) Will you be the same as you are now when you're in the 8th grade?
  (e) Do families change? How?

Suggested Monitoring Procedures

Student is able to give several reasons why a family may change.

Possible Resources

Books:
Nobody Asked Me if I Wanted A Baby Sister, Martha Alexander
Annie and the Old One, Miska Miles, Little Brown
Where is Daddy? The Story of Divorce, Boston, Beacon, Beth Go
The Chosen Baby, Valentina Wasson, Lippincott.
Laurie's New Brother, Miriam Schlein, Abelard

District Resources

Suggested Activities: Grade(s) 1

Title: Families Change
Group Size: entire class
Materials: flannel or magnet board

Procedures:

- Teacher arranges hypothetical family on the board. Ask: "Can this family chage?"
- Show increase by adding a figure (baby or grandparent).
- Show decrease by removing member (by marriage of son, daughter; death or divorce).

Title: Annie and the Old One
Group Size: entire class
Materials: book, Annie and the Old One

Procedures:

- Read Annie and the Old One to the class (Indian girl faces death of grandmother).
- Discuss death as part of family cycle of change.

Title: Where is Daddy
Group Size: entire class
Materials: book, Where is Daddy?

Procedures:

- Teacher reads book to class--discusses how divorce can affect a family.

Title: The Chosen Baby
Group Size: entire class
Materials: book, The Chosen Baby

Procedures:

- Teacher reads book--discusses how adoption can affect entire family.

Suggested Monitoring Procedures

Possible Resources

Books:
My Turtle Died Today, Edith Stull
Eliza's Daddy, Ianthe Thomas, Harcourt.

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 1

State Goal	1,2,4
District Goal	
Program Goal	1,2,3

Student Learning Objective(s) A. The student knows families undergo changes (loss or addition of members, divorce, marriage). B. The student is able to give reasons for change in family composition. C. The student is able to identify changes within his/her or other families. D. The student is able to predict changes that would occur in a given situation.

Related Area(s)

Suggested Activities: Grade(s) 1	Suggested Monitoring Procedures	Possible Resources
Title: Pantomime Group Size: individuals; small groups Materials: none needed Procedures: . Allow students to volunteer to role play or pantomime a change that has taken place in their families.		
		District Resources

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Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SUBJECT: Social Studies

SPECIFIC AREA: Families: Rules and Responsibilities

	Page	Suggested Grade Placement	District Placement				
			K	1	2	3	4
The student knows:							
. each family member has responsibility to the family's well-being.	91-	1					
. responsibility may be determined by strengths, skills, ability and desires.	97	1					
. that the family, like any other group, must have rules.	99	1					
. rules differ from family to family according to each family's needs and values.	101	1					
. that family rules may be changed.	103	1					
The student is able to:							
. give reasons why families have rules.	99	1					
. name some family rules; who made them; why.	99	1					
. name tasks associated with each family member.	97	1					
. discuss value differences that arise in daily life.	101	1					
The student values:							
. each member's contribution to the family's well-being.	91-	1					
. his/her own contribution to the family's well-being.	91-	1					
. the need for rules wherever people live or work together.	99	1					

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER ______________

SMALL SCHOOLS PROJECT

Suggested Objective Placement 1

Student Learning Objective(s) A. The student knows each family member has responsibility to family well-being. B. The student values each member's contribution to family well-being. C. The student values his own contribution to family well-being.

State Goal	1,5,7
District Goal	
Program Goal	

Related Area(s)

Suggested Activities: Grade(s) 1

Title: Family Jobs
Group Size: entire class
Materials: none needed

Procedures:
- Ask students the following questions:
  - a. Should one person in a family do all the work?
  - b. If one person had to do all the work, what might happen ? How might that person feel?
  - c. What should a family do about family work?
  - d. Does everyone in your family help with the work?
  - e. What jobs does Mother do? Father? Sister? Brother?
  - f. What do you do to help?
  - g. Can you think of other ways to help? (follow rules, be cheerful, etc.)
  - h. Why should you help?
  - i. What happens when someone doesn't help?
- Students can draw pictures for "e" and "f".

Title: Jobs At Home
Group Size: individuals
Materials: magazine pictures or student-drawn, paper, crayon

Procedures:
- Teacher directs students to group the pictures collected or drawn into their categories: Food, shelter, clothing.
- Without stereotyping, have students name who usually does each job connected with those categories.

Suggested Monitoring Procedures

The student is able to name his/her jobs at home and jobs of other family members.

The student should be able to give reasons why each family member's job is important.

The student is able to name his/her jobs at home and the jobs of other family members.

The student is able to give reasons why each family member's job is important.

Possible Resources

Film:
Families and Jobs; Risa Earns Her Dime, McGraw-Hill

Books:
All Kinds of Mothers, Cecily Brownstone, McKay.
Where Are The Mothers, Dorothy Marine, Lippincott
Mommies At Work, Eve Merriam, Knopf.

Books:
A Day With Daddy, Alvin Tressalt, Lothrop, Lee and Shepard
Growing Up With Daddy, Christop Christopher Wilson, Lothrop, Lee and Shepard,

Film:
Our Family Works Together, Coronet

District Resources

Suggested Activities: Grade(s) 1

Title: Jobs in Pantomine
Group Size: small groups
Materials: none needed

Procedures:

- Each group selects a job that a family member does at home and pantomines before the class. Other students guess what the job is, and tell why it is important.

Title: Job Chart
Group Size: individuals/entire class
Materials: paper, pencil, crayons (see below)

Procedures:

- Teacher helps students make charts listing jobs students do at home, illustrate each job with drawings.
- Students keep track of how many times they do a job at home for a week.
- At the end of the week, put the numbers on the chart.

Alternative: Teacher can make a chart for the entire class and write the numbers in for students.

Title: Job Coupons
Group Size: individuals
Materials: paper, pencil, stapler

Procedures:

- Students each make a booklet of job coupons to take home. Staple strips of paper together. On each strip, illustrate one chore to be done and write Good For One Job on it.

Title: What Can You Do?
Group Size: entire class
Materials: none needed

Procedures:

- Teacher presents the following situations for discussion, asking what tasks the student

Suggested Monitoring Procedures

Possible Resources

Kit:
Schools, Families and Neighborhoods, Field Education Publications, Inc.

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 1

Student Learning Objective(s) A. The student knows each family member has responsibility to family well-being. B. The student values each member's contribution to family well-being. C. The student values his own contribution to family well-being.

State Goal	1,5,7
District Goal	
Program Goal	

Related Area(s)

Suggested Activities: Grade(s) 1

could do to help. Help judge tasks students would not be able to do well or safely at their age.

a. Little brother wants to visit a friend who lives several blocks away and he might get lost on the way.
b. A member of your family has fallen off his/her bike and is hurt.
c. Mother is in bed with a cold.

Title: Helping Hands
Group Size: entire class
Materials: poem, Helping Hands (below)

Procedures:

. Teach the following poem to the class (with motions).

*These are helping hands; (hands extended palms down)
They help me work and play.
They help my mother clean the house; (sweeping motion)
They are busy every day.
They help my daddy wash the car; (rotary motion)
They help sister, brother, too.
These helping hands have work to do; (hands extended palms up)
They think its fun, don't you? (clap hands together)

Title: Happy/Sad Chart
Group Size: individual
Materials: worksheet, pencil

*Author Unknown

Suggested Monitoring Procedures

Possible Resources

Record:
Free To Be You and Me, Bell Records

District Resources

Suggested Activities: Grade(s) 1

Suggested Monitoring Procedures

Possible Resources

Procedures:

- Students make a chart as follows:

Slow Poke Worker	Does Work On Time
Plays when supposed to be working	Works first; plays later

- Ask students: "How do brothers and sisters behave if you do not fulfill your family responsibilities?" Use the chart with sad and happy face on top.
- Ask: "How can you change a sad to a happy face?"

Title: Jobs For You and Jobs For Me
Group Size: individual
Materials: paper, crayons

Procedures:

- Each student draws pictures of the people in his/her family.
- Student writes down two things each family member does for him/her and two things the student does for that family member.

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 1

Student Learning Objective(s) A. The student knows each family member has responsibility to family well-being. B. The student values each member's contribution to family well-being. C. The student values his own contribution to family well being.

State Goal	1,5,7
District Goal	
Program Goal	

Related Area(s)

Suggested Activities: Grade(s) 1	Suggested Monitoring Procedures	Possible Resources

Title: Family Mobile
Group Size: individual
Materials: coat hangers, wooden sticks or drinking straws, string, paper, crayons.

Procedures:
- Students make mobiles with pictures of family members working.
- Take one member off -- what happens to the mobile?

Title: Women At Work
Group Size: individual
Materials: following poem, pencil

Women At Work*

Some women are nurses,
Some carry the mail,
Some stop speeding drivers,
and put crooks in jail.

Some women drive taxis,
A bus or a car.
Some women drive airplanes
and trucks near and far.

Women are waitresses,
And some are good cooks.
Some women are teachers,
And some work with books.

*Author Unknown

District Resources

Suggested Activities: Grade(s) 1

Suggested Monitoring Procedures

Possible Resources

They're bankers and plumbers,
They work in the sea.
They're singers and dancers,
And talk on TV.

Women are housekeepers,
They're salesladies, too.
They might work with needles,
Paint, paper, and glue.

Some work with circuses,
With churches, or zoos.
Some work in factories,
Or stores selling shoes.

Some women are farmers,
And some empty trash.
Some women explore,
And some work with cash.

That's the end of the page,
Now it's up to you.
Can you tell other work
That women can do?

Procedures:

- Teacher reads the poem with the students.
- Students circle the things their mothers do.
- Students can illustrate and/or pantomime poem.

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 1

Student Learning Objective(s) A. The student knows responsibility may be determined by strengths, skills, ability and desires. B. The student is able to name tasks associated with each family member.

State Goal	1,8
District Goal	
Program Goal	1,2,7

Related Area(s)

Suggested Activities: Grade(s) 1

Title: My Jobs At Home
Group Size: individual, small groups, or entire class
Materials: paper, pencil

Procedures:

- Each student draws pictures of what he/she does for the family from rising to bed time.
- Discuss pictures with small groups or entire class.

Title: Jobs I Can Do
Group Size: individual or entire class
Materials: magazine pictures or student-drawn illustrations

Procedures:

- Students make a pictorial list of all activities they think a child of their age can do.

Title: As I Grow Older
Group Size: entire class
Materials: none needed

Procedures:

- Teacher leads discussion on the increase of duties in the home as the student grows older. What extra privileges go with increased duties and responsibilities?

Suggested Monitoring Procedures

Possible Resources

Film:
Families and Rules--Watch How Well Everything Works, McGraw-Hill

District Resources

Suggested Activities: Grade(s) 1

Title: Pictorial Chart
Group Size: individual
Materials: worksheets prepared magazine pictures, paste

Procedures:

	Work	Home	Vacation
Me			
Father			
Mother			
Sister			
Brother			
Etc.			

- Students place pictures on chart of family members in different roles.

Title: Job I Know
Group Size: individuals
Materials: paper, pencil

Procedures:
- Teacher asks students to find out what jobs their parents, relatives, brothers, sisters do.
- Students later draw pictures depicting these people on the job (with uniform, background, etc.)
- Students then put their names on the pictures and post them on the bulletin board.

Title: Different Jobs
Group Size; entire class
Materials: none needed

Procedures:
- Teacher leads discussion: Why do people in a family do different jobs?

Suggested Monitoring Procedures

Possible Resources

Filmstrip:
Robert and His Family, SVE

Cassettes:
Helping Is A Good Thing, SVE

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 1

Student Learning Objective(s) A. The student knows that the family, like any group, must have rules. B. The student is able to give reasons why families have rules. C. The student is able to name some family rules, who make them, why? D. The student values the need for rules wherever people live or work together.

Related Area(s)

State Goal	1,3,7
District Goal	
Program Goal	6

Suggested Activities: Grade(s) 1

Title: Do's and Don'ts
Group Size: entire class
Materials: none needed

Procedures:

- Teacher leads discussion on do's and don'ts in the classroom. Ask the students to suggest some do's and don'ts in the classroom.
- Take a specific suggestion from the students and ask them to tell you the reason for the rule. (Example: Students suggest a rule that only two students may stand in the classroom at any one time. Ask them why this would be a good rule.)
- Teacher then asks for negative rules: What shouldn't you do? Teacher writes suggestions on the board and asks why these would be good rules.

Title: Jobs At Home
Group Size: entire class
Materials: chalk, chalkboard

Procedures:

- Teacher asks each student to think of one thing the student is supposed to do at home every day. Teacher lists the jobs on the board and puts X's next to those things also done by other members of the class.

Title: Most Important Rule
Group Size: entire class
Materials: paper, crayons

Procedures:

- Teacher directs each student to think about the most

Suggested Monitoring Procedures

The student can list some rules in his/her home and give reasons for the rules.

Observe student to see if he/she follows rules at school.

The student can tell some things that might happen if we didn't have rules.

Possible Resources

Books:
When I Have A Little Girl, Charlotte Zolotow; Harper & Row
When I Have A Son, Charlotte Zolotow; Harper & Row

Film:
Beginning Responsibility-Rules At School, Coronet

District Resources

Suggested Activities: Grade(s) 1

important rule observed in the student's home. Students then illustrate the rule.

- Students tell about the rule to the class.
- The illustrations can be made into a room scrapbook. Teacher can caption the illustrations.

Title: Rules
Group Size: small groups
Materials: none needed

Procedures:

- Teacher divides class into small groups and gives each a situation to role-play. Show what happens when a rule is not followed. Show what happens when a rule is obeyed.

Title: Donna Learns A Lesson
Group Size: entire class
Materials: Donna Learns a Lesson (see resources)

Procedures:

- Teacher reads the story to the class. Lead a discussion to elicit answers to questions such as:
  - (a) Why was Donna punished when she broke a rule?
  - (b) What would happen if none of the members of the family observes rules?

Suggested Monitoring Procedures

Possible Resources

Teacher Reference:
Teacher resource guide of Families, SRA, Chapter 16 and p. 235, ("Donna Learns A Lesson").

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 1

Student Learning Objective(s) A. The student knows that rules differ from family to family according to each family's needs and values. B. The student is able to discuss differences that arise in daily life and the reasons for these differences.

State Goal	3,6
District Goal	
Program Goal	2,3,6

Related Area(s)

Suggested Activities: Grade(s) 1

Title: Family Rules
Group Size: entire class
Materials: none needed

Procedures:

- Teacher leads discussion on the following:
  - (a) Discuss feelings when we are able to do things that our friends cannot do (physically, mentally, socially, and because of family rules)
  - (b) What can you do that another student is allowed to do?
  - (c) What can your family do that another family cannot do?

Title: Rules In Pantomime
Group Size: individuals
Materials: paper, crayons

Procedures:

- Teacher helps individuals select a rule the student wishes to pantomime. This should be a rule that a friend's family has that the student would like to have. Then the studnet pantomimes a rule he/she would not like to have that a friend's family has. Discuss the reasons for wanting or not wanting a rule. The student can then illustrate the rule by drawing a picture, or painting.

Suggested Monitoring Procedures

The student can state his family's rules and some rules of other families he/she knows.

Possible Resources

Teacher Reference:
Teacher resource guide of Families, SRA, Chapter 16. ("Families Make Rules").

District Resources

Suggested Activities: Grade(s) 1	Suggested Monitoring Procedures	Possible Resources
Title: Rules We Must Follow Group Size: individuals Materials: none needed Procedures: . Select students to tell about rules they must follow because of their environment or beliefs (Example: Rules of religion; rules in an apartment house; rules for a home on the lake)		
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 1

Student Learning Objective(s) The student knows that family rules may be changed.

State Goal	1,3,7
District Goal	
Program Goal	3,6

Related Area(s)

Suggested Activities: Grade(s) 1	Suggested Monitoring Procedures	Possible Resources

Title: Changing Rules
Group Size: entire class
Materials: none needed

Procedures:

. Teacher leads discussion on the following:
As you grow older, will any rules you now have in your family change?
Example: bedtime
going places on bikes with friends
use of kitchen equipment
going to movies alone

. Continue discussion with question: "How is a decision made to change a rule?"
(a) group discussion
(b) other

. Ask: "Do rules change when you move?"
(a) from farm to city
(b) from city to rural

Title: Role-playing Rule Change
Group Size: individuals, small groups
Materials: none needed

Procedures:

. Teacher presents situations to individual students or small groups as a basis for role-playing and discussion of rule changes.
Examples:
(a) Dad has worked day shift for several years and has now been transferred to night shift.

District Resources

Suggested Activities: Grade(s) 1	Suggested Monitoring Procedures	Possible Resources
(b) You have been given a pet with the understanding that you'll take care of the pet yourself. (c) You have been an only child for many years. Your family now has a new baby. You will need to share your parents' time and they will need extra help from you.		
		District Resources

SMALL SCHOOLS PROJECT

SUBJECT: Social Studies

SPECIFIC AREA: Families: Basic Needs--Food

	Page	Suggested Grade Placement	District Placement				
			K	1	2	3	4
The student knows:							
. food is a universal need.	107-	1					
. most food is grown or raised on farms and can be obtained in a variety of ways (buying, growing, etc.)	111	1					
. a family's buying power influences the type and amount of food purchased.	113-	1					
. environment affects type of food produced in an area.	117	1					
. some families do not have enough food.	119	1					
. many people are involved in food production.	121-	1					
The student is able to:							
. tell why food is a basic need.	107-	1					
. name some food produced in his/her area.	117	1					
. identify foods that come from other areas.	117	1					
. name some of the workers involved in supplying food needs.	121-	1					
. give reasons why food should not be wasted.	119	1					
The student values:							
. the role of the farmer for providing food for the people.	111	1					
. food and is not wasteful.	119	1					

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER ______________

SMALL SCHOOLS PROJECT

Suggested Objective Placement 1

Student Learning Objective(s) A. The student knows food is a universal need. B. The student is able to tell why food is a basic need.

State Goal 2

District Goal

Program Goal 4

Related Area(s) Health Education; Nutrition

Suggested Activities: Grade(s) 1

Title: Why We Need Food
Group Size: entire class
Materials: a nurse

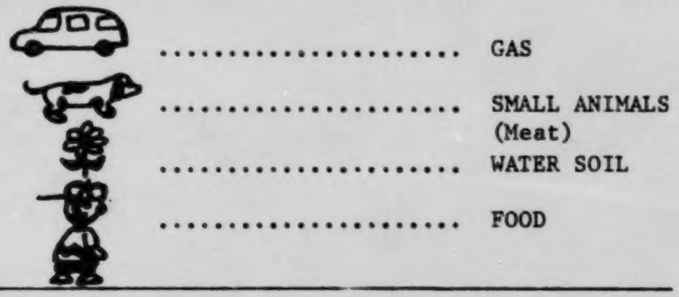
Procedures:

- Invite a nurse to talk to class about why people need food and why different people eat different foods.

Title: Energy Sources
Group Size: entire class
Materials: crayons, paper

Procedures:

- Teacher helps the students make a picture chart showing the energy sources for different objects and living things.
  Example:



Suggested Monitoring Procedures

The student can give reasons why food is important.

The student can plan a nutritious meal by choosing foods from each basic food group.

Possible Resources

Washington Dairy Council Materials:
We All Like Milk,
What We Do Day by Day,
Everyday, Eat the 1-2-3-4 Way,

Resource People:
School Cook
Nurse
Dietitian

Free or Inexpensive Materials:
Wheat Flour Institute, Educational Division of Millers National Foundation; 309 West Jackson Boulevard, Chicago, Ill. 60606
"Shield of Good Health" (shows 4 basic food groups, wall chart size.)

Also Booklets for Teacher:
From Wheat to Flour, From Flour to Bread
Classroom Facts and Fun

District Resources

Suggested Activities: Grade(s) 1

Title: Basic Food Group Chart
Group Size: entire class
Materials: pictures from magazines of milk and dairy products; vegetables and fruit; meat and fish, poultry, bread and cereals. Paste, scissors

Procedures:

- Teacher and students make a basic food group chart.

Title: Menus From Chart
Group Size: entire class
Materials: basic food group chart; chalkboard

Procedures:

- Teacher and students plan menus from the basic food chart.

Title: What Did I Eat Today?
Group Size: individuals
Materials: paper, pencil, basic foods charts

Procedures:

- Each student keeps track of everything he/she ate for one day. Student then compares this with the Basic Food Groups chart.

Title: Favorite Foods
Group Size: entire class
Materials: chalkboard

Procedures:

- Teacher asks students to name favorite foods. Teacher lists these on the board (or on a chart).
- Teacher then asks:
  1. Does everyone in the family like the same food?
  2. Would children in other countries like these foods or would they have different favorites?
  3. Are all foods necessary for good health?

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Suggested Monitoring Procedures

Possible Resources

Pictures cut from magazines

Audio Tapes:
The Four Basic Foods, (#011208) ESD 121
Food Needs for the Young, (#011207), ESD 121

Television Series:
All About You, PBS

District Resources

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SMALL SCHOOLS PROJECT

Suggested Objective Placement 1

Student Learning Objective(s) A. The student knows food is a universal need. B. The student is able to tell why food is a basic need.

State Goal	2
District Goal	
Program Goal	4

Related Area(s) Health Education; Nutrition

Suggested Activities: Grade(s) 1

Title: Needs--Wants
Group Size: individuals/entire class
Materials: magazine pictures of food, scissors

Procedures:

- Teacher directs students to cut pictures of food from old magazines.
- Teacher divides bulletin board into two sections, labeling one section Needs, the other Wants.
- Students place pictures in the proper section.

Title: Planning Menus
Group Size: entire class
Materials: resource person: dietitian

Procedures:

- Invite dietitian from the hot lunch program to visit and tell how and why menus are planned.
- Take the students to visit the kitchen when food is being prepared if this is possible.

Title: Food Family Friends
Group Size: individuals
Materials: manila folders (1 for each student), 4 small envelopes for each student (can be handmade) magazine pictures or student drawn illustrations.

Procedures:

- Students copy the Food Family Friends chart on the

Suggested Monitoring Procedures

Possible Resources

District Resources

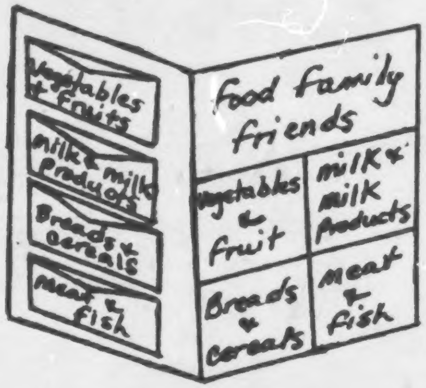
Suggested Activities: Grade(s) 1

Suggested Monitoring Procedures

Possible Resources

inside (right side) of the manila folder. On the left side, paste envelopes, each labeled with a food group.

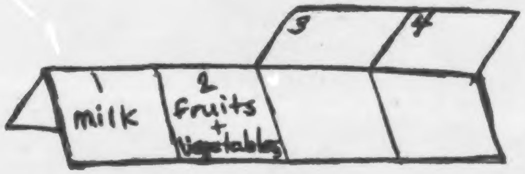
- Students then place pictures of various foods in the appropriate envelopes.


Vegetables & Fruits
milk & milk Products
Breads & cereals
meat & fish
food family friends
Vegetables & fruit
milk & milk Products
Breads & cereals
meat & fish

Title: 1-2-3-4 Way
Group Size; small or large
Materials: white construction paper, scissors, pencil crayons

Procedures:

- Fold paper lengthwise, open, fold crosswise, fold again, open, you should have 8 rectangles. Cut on folds of top half to center. Print 4 groups on top flaps, flip flaps and draw pictures of food for food group.


3
4
1 milk
2 fruits + Vegetables

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 1

Student Learning Objective(s) A. The student knows that most food is grown or raised on farms and can be obtained in a variety of ways. B. The student values the role of the farmer for providing food for the people.

State Goal	2,8
District Goal	
Program Goal	4

Related Area(s)

Suggested Activities: Grade(s) 1

Title: Food From The Farm
Group Size; entire class
Materials: pictures of dairy, orchard, truck, berry farms, beef ranch, etc.

Procedures:

- Teacher collects and displays pictures of different kinds of farms (see materials)
- Teacher leads discussion, asking such questions as:

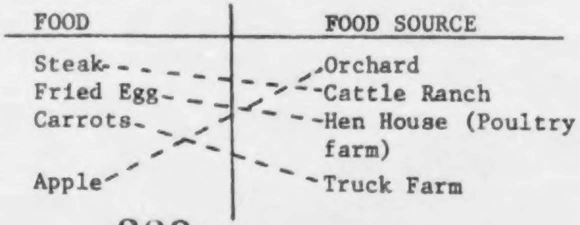
"What kinds of food comes from each of these farms?"
"Why does the farmer raise so much of one thing?"
"What does a farmer use to help him/her in the job?" (machines)

Title: Food Matching Game
Group Size: entire class
Materials: collect pictures of various foods and of various kinds of farms and ranches (see example below); lengths of yarn

Procedures:

- Teacher prepares chart or list with different kinds of farms on one side and foods on the other side.
- Students match the foods with the farm source.

Example:



Suggested Monitoring Procedures

Student can name sources of several types of food

Possible Resources

Films:
Poultry on the Farm, Britannica
Autumn on the Farm, Britannica
Spring on the Farm, Britannica
Summer on the Farm, Britannica
Machines That Help The Farmer, Bailey Film Associates
Farm Animals, Britannica
Uncle Jim's Dairy Farm, Washington Dairy Council

Farmers in the community

Nearby farms (dairy, poultry, etc) Field trip to a specialized farm.

District Resources

Suggested Activities: Grade(s) 1

Title: Visit To A Farm
Group Size: entire class
Materials:

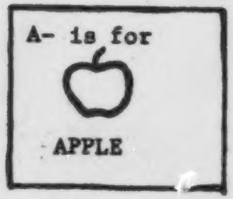
Procedures:

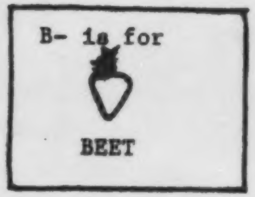
- Arrange to visit a local farm to see the kinds of jobs that need to be done on a farm.
- Extension: Follow-up with story writing of visit.

Title: A Scrapbook of Foods
Group Size: entire class
Materials: paper, glue, scissors, magazines to cut pictures from

Procedures:

- Make a scrapbook of foods from A-Z.
  Example:





- Tell source of food on back of each page. (dairy farm, berry farm, cattle ranch, etc.)

Suggested Monitoring Procedures

Possible Resources

Filmstrips:
Food for Us, Curriculum Films, Inc.

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 1

Student Learning Objective(s) The student knows type and amount of food purchased is determined by family's buying power.

State Goal	2,7
District Goal	
Program Goal	4

Related Area(s)

Suggested Activities: Grade(s) 1

Title: Fairy Tale
Group Size: entire class
Materials: The Magic Fish, fairy tale

Procedures:

- Teacher reads the fairy tale The Magic Fish to the class to start discussion on the following questions:

"How did they get money in the story?"
"How does your family get money for food?"

Title: Working Mothers and Fathers
Group Size: entire class
Materials: pictures from magazines of mothers and fathers doing work that earns money.

Procedures:

- After showing students pictures of working parents, teacher discusses with class the terms full-time and part-time work.

Title: Film - Planning The Use of Money
Group Size: entire class
Materials: the film - Planning the Use of Money

Procedures:

- Teacher has the student ask parents how they decide to spend money on food wisely. (budgeting, shopping lists, needs vs. wants)

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Suggested Monitoring Procedures

Possible Resources

Fairy Tale:
(Example: The Magic Fish, where money comes easily just by wishing for it.)

Film:
Planning the Use of Money, Sterling

Teacher Reference:
Teacher resource guide of Families, SRA, chapter 12 ("Some People Do Not Have Jobs")

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Record:
The Magic Fish, Scholastic Records.

District Resources

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Suggested Activities: Grade(s) 1

Suggested Monitoring Procedures

Possible Resources

- Teacher leads in discussion of the following types of questions:

  "Do any of your families plant vegetable gardens?" (to save money)
  "What does your family do with food you grow?" (Example: canning, freezing)
  "Does your family ever stop at farms or roadside stands to buy food?" "Why?"
  "Why do you think food purchased in stores costs more?" (Refer to the concept of the cost of production from previous discussions.)

Title: The Cost of Breakfast
Group Size: entire class
Materials: food ad clippings from newspapers

Procedures:

- Teacher has students bring in food ads from newspapers and has them:

  List all items related to breakfast and prices
  Example:

eggs	cereal	fruits
sausage	ham	butter
bacon	juice	bread

  Help figure out the cost of three or four sample breakfasts.

  Why doesn't a family have all of these things for breakfast every day? Discuss the fact that people must make choices when they want more things than they can afford.

Title: People Who Do Not Have Jobs
Group Size: entire class
Materials: see SRA as noted in Suggested Resources for more activities if teacher wants to go into more detail.

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 1

Student Learning Objective(s) The student knows type and amount of food purchased is determined by family's buying power.

State Goal	2,7
District Goal	
Program Goal	4

Related Area(s)

Suggested Activities: Grade(s) 1	Suggested Monitoring Procedures	Possible Resources
Procedures: . Teacher leads discussion on what happens to buying power when people do not have jobs? (illness, seasonal workers, involuntary unemployment)		
		District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

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SMALL SCHOOLS PROJECT

Suggested Objective Placement 1

Student Learning Objective(s) A. The student knows that environment affects the type of food produced in an area. B. The student is able to name some foods produced in his/her area.

C. The student can identify some foods that come from other areas.

State Goal	4,6
District Goal	
Program Goal	4

Related Area(s)

Suggested Activities: Grade(s) 1

Title: Local Farm Products and Climate
Group Size: entire class
Materials:

Procedures:

- . Have class list all products seen on farms around local area.
- . Group related products together.
- . Relate local climate to correct categories.

cool, damp weather, hot humid weather
long growing season, short growing season
much water, little water

Title: Farms in Washington
Group Size: entire class
Materials: pictures of different types of farms in Washington

Procedures:

- . Using the pictures of different types of farms in Washington, discuss the environment shown in each picture of slide.
- . Point out that plant life requires different geographic conditions.

Classify:

Foods From Farms Near Us	Foods From Eastern Washington	Products From Both

Suggested Monitoring Procedures

The student can name some foods that come from his/her area and some that require other environments.

Possible Resources

Films:
Dairy Farm, Coronet
Poultry on the Farm, Britannica

Slides:
Farming West of the Cascades, Thompson
Farming East of the Cascades, Thompson
Slides geared for upper grades. Necessary to select suitable slides.

Field Trip:
Pike Place Market or local produce market.

Free or Inexpensive Materials:
Cleveland District Dairy Council
2010 East 102 Street
Cleveland, Ohio 44106

District Resources

Suggested Activities: Grade(s) 1

Suggested Monitoring Procedures

Possible Resources

Title: Farms and Products Found in Washington

Group Size: entire class

Materials: tagboard, paste, pictures of different types of farms found in the State of Washington and also pictures of products grown in Washington.

Procedures:

- Using pictures of products grown in Washington have class make a collage.
- Make a mural of different types of farms found in Washington.

Title: Visit To A Produce Market

Group Size: entire class

Materials:

Procedures:

- Visit local produce markets. (Pike Place Market would be perfect for those in the Seattle vicinity)
- Have student locate foods that come from our area and those that come from other areas or countries.
- If you visit the Pike Place Market, be sure to visit the Italian grocery. (Try to make arrangements before with some of the proprietors of stands and stores so they can discuss the sources of some of their foods)
- Extension: As follow-up locate some sources of food on the world map. On an outline map the student could draw or paste pictures of a food in the country or continent it came from.

District Resources

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SMALL SCHOOLS PROJECT

Suggested Objective Placement 1

Student Learning Objective(s) A. The student knows that some families do not have enough food. B. The student is able to give reasons why food should not be wasted. C. The student values food and is not wasteful.

State Goal	5,7
District Goal	
Program Goal	4

Related Area(s)

Suggested Activities: Grade(s) 1

Title: Don't Waste Food
Group Size: entire class
Materials: magazine pictures of undernourished children

Procedures:

. Teacher shows pictures of undernourished children and starts discussion by asking: "Why do you think they look the way they do?" "What makes healthy children?" "If these children had more food, would their appearance change?" "What are some of the reasons families may not have enough food?" (Example: loss of job, illness of provider, disaster - flood, fire)
"What can others do to help?" (Example: food baskets for holidays, collections after family loss)
"Should food be wasted?"
"What can you do not to be wasteful?"

Title: Do Not Waste Food Posters
Group Size: entire class
Materials: crayons, colored tagboards

Procedures:

. Teacher has students make Do Not Waste Food posters for the school lunch room.

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Suggested Monitoring Procedures

Observe:
Student is willing to and encourages other students not to waste food.

Possible Resources

Pictures of undernourished children cut from magazines

District Resources

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Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 1

Student Learning Objective(s) A. The student knows many people are involved in food production.

B. The student is able to name some of the workers involved in supplying food needs.

State Goal	1,4,8
District Goal	
Program Goal	4

Related Area(s)

Suggested Activities: Grade(s) 1

Title: The Supermarket
Group Size: entire class
Materials: a large supermarket picture

Procedures:

- Teacher leads discussion asking:
  "How did the foods from farms end up on shelves for people to buy?"
  "Are other people involved besides farmers?"

Title: Follow-up To "Dairy Farm" film
Group Size: entire class
Materials:

Procedures:

- Following film teachers discusses:
  "What happens to the milk after the cows are milked at the dairy farm and before you drink milk at home?"
  "What people are involved?"

Title: "My Milkman Joe"
Group Size: entire class
Materials: film: My Milkman Joe

Procedures:

- After showing film discuss things students learned in the film about people involved. Use Dairy Farm Model to supplement discussion.

Suggested Monitoring Procedures

The student can name several people who are involved in food production. (farmer, supermarket clerk, baker, etc.)

Possible Resources

Films:
The Food Store, Britannica
Cities and Shopping - Where We Get Our Food, McGraw-Hill
Cities and Commerce - Where We Get Goods and Service, McGraw-Hill
Bakery Beat, Cahill
My Milkman Joe, Washington Dairy Council

Dairy Farm Model, Washington Dairy Council

Dairy Council Materials

Field Trip to dairy farm or local dairy

District Resources

Suggested Activities: Grade(s) 1

Suggested Monitoring Procedures

Possible Resources

Title: A Visit To The Dairy Farm (local)
Group Size: entire class
Materials:

Procedures:

- . Visit a dairy farm or local dairy to see how mass production actually works and how many workers are involved. Have class name and list people and jobs involved in milk production and distribution.

Title: Milk - From Farm To Table
Group Size: entire class
Materials: crayons or watercolors, paper, appropriate mural materials of teacher's choice

Procedures:

- . Have class make a mural of milk production workers from farm to table. Include milk products.

Title: The Story of Grain
Group Size: entire class
Materials: "The Little Red Hen"

Procedures:

- . Teacher reads the story of The Little Red Hen as a follow-up to the Eastern Washington wheat farm slides and leads discussion in:
  The sequence in the story.
  "What do farmers do with the grain they grow?" (storing and selling)
  "What other people does this involve?"
  "What is the grain made into and by whom?" (cereals - flour)
  "Who makes things from flour?"

Title: Making Cookies
Group Size: entire class
Materials: cookie recipe and necessary ingredients

Procedures:

- . Have students bring flour and other ingredients to make cookies at school.

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 1

Student Learning Objective(s) A. The student knows many people are involved in food production.

B. The student is able to name some of the workers involved in supplying food needs.

State Goal 1,4,8

District Goal

Program Goal 4

Related Area(s)

Suggested Activities: Grade(s) 1

Title: Grain Products
Group Size: entire class
Materials: empty cereal cartons, flour, various mixes

Procedures:
- Teacher has class make a display of empty cartons of grain products.
- Have students indicate kind of grain used on each carton.
- Discuss what people were involved in making these products.

Suggested Monitoring Procedures

Possible Resources

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SUBJECT: Social Studies

SPECIFIC AREA: Families: Basic Needs--Shelter

	Page	Suggested Grade Placement	District Placement K	1	2	3	4
The student knows:							
. shelter is a universal need.	127	1					
. environment is a determining factor in choice of shelters and material used for shelters.	129-	1					
. life style, values, economic conditions determine a family's shelter.	133	1					
. shelter is a place which provides protection and privacy.	135	1					
The student is able to:							
. name different materials that can be used for building shelters.	129-	1					
. state reasons for needing shelter.	127	1					
. give examples of different types of shelters (apartment, mobile, A-frame, igloo, etc.)	133	1					
The student values:							
. shelter for protection and privacy.	135	1					
. and respects other people's shelter and privacy.	135	1					

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER ________________

SMALL SCHOOLS PROJECT

Suggested Objective Placement 1

Student Learning Objective(s) A. The student knows that shelter is a universal need. B. The student is able to state reasons for needing a shelter.

State Goal	1
District Goal	
Program Goal	4

Related Area(s)

Suggested Activities: Grade(s) 1

Title: Comparing Homes
Group Size: entire class
Materials: large variety of art materials.

Procedures:

- Let each student choose the material he/she wishes to use to illustrate his/her home. Have each student tell the class about his/her own home.
- Display pictures of several types of homes around the world and compare to student's illustrations. Ask the students:
  - a. "Are any of these homes like yours?" "How?"
  - b. "Are any of them different?" "How?"
  - c. "Which would you like to live in?"
  - d. "Why do we need a place to live?"
  - e. "How does a place to live help us when we are afraid?, cold?, hot?, sick?, sleepy?, hungry?" etc.
- Save pictures for later activity.
- Show film and/or filmstrip and discuss.
- Possibly have students find pictures in magazines of the home they would most like to move into and have them give their reasons why.

Suggested Monitoring Procedures

Student can give reasons for needing shelters.

Possible Resources

Filmstrip:
Man's Shelter Today, Popular Science

Film:
A World Full of Homes, McGraw-Hill

District Resources

Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 1

Student Learning Objective(s) A. The student knows that environment is a determining factor in choice of shelters and materials used for shelters. B. The student is able to name different materials that can be used for building shelters.

State Goal	1,5
District Goal	
Program Goal	4

Related Area(s)

Suggested Activities: Grade(s) 1

Title: Writing A Poem
Group Size: entire class
Materials: paper, pencil

Procedures:

- Record the students' answers to the following questions: (on chalkboard)
  1. "What are homes made of ?"
  2. "What happy sounds do you hear at home?"
  3. "What smells good at your house?"
  4. "What part of your home do you like best?"
  5. "How are homes alike everywhere?"
- Each student then writes a poem by combining an answer from each question above.
  Example:

Homes
Brick, mud and wood
A front porch and a red door
A baby laughing
Fresh cookies and a birthday candle

Title: Building Site
Group Size: entire class
Materials: paper, crayons

Procedures:

- Arrange with a contractor to visit a home building site.
- Students collect sample materials (with contractor's prior permission) and arrange them in a display at school.

Suggested Monitoring Procedures

Teacher observes while student matches pictures of shelters with appropriate environments.

Student is able to name different materials used for making shelters.

Possible Resources

Filmstrips:
Around the World, McIntyre
Kinds of Houses, EBF
My Home and Me, EBE

Films:
How to Build an Igloo, NFB
Where People Live, McGraw-Hill

Pictures:
How Families Live -- Year One, Social Studies Discussion Picture 1B/6, 1B/7 Huts--Igloos

Film:
A World Full of Homes, McGraw-Hill

Books:
Houses, Werner; Little Golden Book
Story Book of Houses, Maud & Miska Petershom

District Resources

Suggested Activities: Grade(s) 1	Suggested Monitoring Procedures	Possible Resources

- Students write an experience story about the trip.

Title: Homes Around the World
Group Size: entire class
Materials: *National Geographic*, magazines with pictures; scissors, paper, pencil

Procedures:
- Students cut pictures out of magazines. Group pictures into appropriate areas by climate (cold, warm, rainy, etc.)
- Students list materials used for each home.
- Follow up with film *A World Full of Homes*.

Title: Places I'd like to Live In and Not Like to Live In
Group Size: entire class
Materials: paper, crayon

Procedures:
- Teacher directs students to draw pictures of places they would like to live. Discuss.
- Teacher directs students to draw pictures of places they would not like to live. Discuss their reasons.

Title: Different Kinds of Shelters
Group Size: entire class
Materials: pictures from magazines or student drawn pictures

Procedures:
- Divide student into groups. Each group is assigned as follows:
  - Group 1: Farm shelter
  - Group 2: City shelter
  - Group 3: Recreational shelter
  - Group 4: Portable shelter
  - Group 5: Suburban (be sure to explain what this means) shelter

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 1

Student Learning Objective(s) A. The student knows that environment is a determining factor in choice of shelters and materials used for shelters. B. The student is able to name different materials that can be used for building shelters.

State Goal	1,5
District Goal	
Program Goal	4

Related Area(s)

Suggested Activities: Grade(s) 1	Suggested Monitoring Procedures	Possible Resources
. Students are to find or draw pictures of the above kinds of shelters. . Students write down likenesses and differences. **Title:** Houses **Group Size:** entire class **Materials:** various art materials **Procedures:** . Teacher reads the book, Houses to students. . Students then illustrate one kind of house, using art materials provided.		District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources
270		271

Suggested Objective Placement 1

Student Learning Objective(s) A. The student knows life style, values, economic conditions determine a family's shelter. B. The student is able to give an example of different types of shelters. (Apartments, mobile homes, igloos, etc.)

State Goal	1,5,6
District Goal	
Program Goal	4

Related Area(s) Environmental Education

Suggested Activities: Grade(s) 1

Title: Identifying Shelter Types
Group Size: two students
Materials: pictures from previous activity, tagboard strips and pictures of many different kinds of shelters (apartments, tents, igloos, mobile homes, grass huts, etc.

Procedures:

- Arrange a display of different type shelters on bulletin board. Print words on tagboard strips (apartments, tents, etc.) and place in pocket attached to bulletin board.
- Students may work in pairs to match words to pictures. After checking for accuracy, remove words so that the next pair may work.

Title: Illustrating Shelter Types
Group Size: entire class
Materials: pictures of different type shelters

Procedures:

- Fold 18"x 24" paper into six sections. Label each section with one of the following words and illustrate: House, apartment, mobile home, tent, igloo, and grass hut.

Title: Factors Influencing Shelter Type
Group Size: entire class
Materials: pictures of homes from the various income groups in America

Suggested Monitoring Procedures

1. Student can draw or find pictures of different types of shelters.

Possible Resources

Film:
Families and Shelters-A House for the Hernandez, McGraw-Hill

District Resources

Suggested Activities: Grade(s) 1

Procedures:

- Display examples of several types of homes found in America. Be sure to include houses from very poor, moderate, and high income areas.
- Teacher will lead discussion on:
  a. "Which homes do you think house many families?"
  b. "Are some homes made differently than others?"
  c. "Are there any that might have been built in a factory rather than where they are located?"
  d. "Do some homes cost more than others?"
  e. "What do you think a good home should have?" (water, electricity, heat, light, fresh air, space for eating, sleeping, keeping clean, etç.) List qualities of a good home.
- Collect pictures of slums and substandard housing. Have students study pictures and then have discussion to discover characteristics of poor housing. (Crowded, poor lighting & ventilation, dirt, litter, etc.) List these.
- Ask children to discuss why people might choose to live in each type of housing previously presented.
  (NOTE: Keep in mind homes are more than appearance they include love, understanding, contentment...)

Suggested Monitoring Procedures

2. The student can give reasons why a family might live in a certain type of shelter.

Possible Resources

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 1

Student Learning Objective(s) A. The student knows shelter is a place which provides protection and privacy. B. The student values shelter for protection and privacy. C. The student values and respects other people's shelter and privacy.

State Goal	1,5
District Goal	
Program Goal	4

Related Area(s)

Suggested Activities: Grade(s) 1

Title: Shelter
Group Size: entire class
Materials: filmstrip

Procedures:

- Teacher leads class discussion:
  Questions: "Why do we need shelter?" Introduce filmstrip: "This is a filmstrip about a boy who thought he didn't need shelter." "Do you think he might change his mind?"
  After showing filmstrip, ask:"Why do you think Ken decided he liked living in a house?"
  Students dramatize some things that might happen if they did not have a shelter.
- Discuss respecting other people's property.

Suggested Monitoring Procedures

During discussion, student will be able to tell how shelters provide protection.

Observe: Student is careful not to abuse classmates' belongings.

Student shows pride in and respects for school grounds.

Possible Resources

Filmstrip:
Why We Need Houses, EBF

Film:
Shelter, Britannica

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SUBJECT: **Social Studies**

SPECIFIC AREA: **Families: Basic Needs--Clothing**

	Page	Suggested Grade Placement	District Placement				
			K	1	2	3	4
The student knows:							
. clothing is a universal need.	139	1					
. different types of clothing have different purposes.	141-	1					
. environment affects type of clothing worn.	141-	1					
. clothing is made from a variety of materials (animal, plants, man-made).	145-	1					
. clothing style is determined by individual and group values.	149	1					
. clothing can be hand or factory made.	151	1					
. families may spend a large portion of their income for clothes	153-	1					
The student is able to:							
. list clothes suitable for a certain environment of occasion (hot weather, cold, recreational vs. formal).	141-	1					
. name sources of types of clothing (animal, plant, man-made).	145-	1					
The student values:							
. taking care of his/her clothes.	153-	1					

280

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER ________

SMALL SCHOOLS PROJECT

Suggested Objective Placement 1

Student Learning Objective(s) The student knows clothing is a universal need.

State Goal	1
District Goal	
Program Goal	4

Related Area(s)

Suggested Activities: Grade(s) 1

Title: Clothing
Group Size: entire class
Materials: *National Geographic* Magazines, pictures of people from other countries (student-brought)

Procedures:

- Ask students to bring pictures of people from other countries to class. Teacher has available pictures from *National Geographic* to display.
- Teacher leads discussion to find out what all the people have in common. If students don't bring it up, suggest that clothing is something all have in common.
- Save pictures for a later activity.

Suggested Monitoring Procedures

Student is able to tell some reasons why clothing is necessary.

Possible Resources

National Geographic and other picture magazines.

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources
285		286

SMALL SCHOOLS PROJECT

Suggested Objective Placement 1

Student Learning Objective(s) A. The student knows that different types of clothing have different purposes. B. The student knows that environment affects the type of clothing worn. C. The student is able to list clothes suitable for a certain environment or occasion (hot vs. cold; recreation vs. work, etc.)

Related Area(s) Science

State Goal	1
District Goal	
Program Goal	4

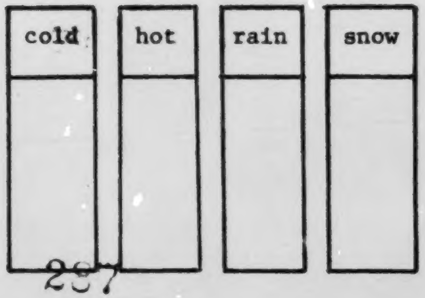
Suggested Activities: Grade(s) 1

Title: Why Shoes
Group Size: entire class
Materials: none needed

Procedures:

. Teacher asks students to put their legs out in front of them, look at their feet and wiggle their toes.
Teacher asks: What do you see?
What are on your feet?
What do they do?
Would it be fun to walk barefoot: (a) on the grass?
(b) in the snow?
(c) on the sidewalk?

Title: Footwear Collage
Group Size: entire class
Materials: tagboard sheets labeled with snow, rain, hot, cold; pictures from magazines; glue



Suggested Monitoring Procedures

Student can name suitable clothing, given a type of climate or season.

Student can give reasons for type of clothing being worn, given a picture or a person.

Possible Resources

magazines

mail order catalogs

Film:
Whatever the Weather, Britannica

District Resources

Suggested Activities: Grade(s) 1

Procedures:

- Teacher directs students to make a collage by putting the proper pictures on the proper tagboard sheet.

Title: Sorting Clothes
Group Size: entire class
Materials: pictures from magazines (saved from activity 1)

Procedures:

- Teacher directs students to sort pictures according to their suitability for warm climate, cold climate, rainy climate, etc.

Title: Clothes And Why We Wear Them
Group Size: entire class
Materials: Film; 1 sheet construction paper 18" x 24" (1 for each student) folded into eight parts. Each section labeled with one of the following: warmth, coolness, rain, special job, party, beauty, protection, comfort.

Procedures:

- Teacher directs students to illustrate each section with drawing of proper clothing or pictures from catalogues or magazines.

Warmth	Coolness	Rain	Special Jobs
Party	Beauty	Protection	Comfort

Suggested Monitoring Procedures

Possible Resources

Film:
Clothes and Why We Wear Them, EBE

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 1

Student Learning Objective(s) A. The student knows that different types of clothing have different purposes. B. The student knows that environment affects the type of clothing worn. C. The student is able to list clothes suitable for a certain environment or occasion (hot vs. cold; recreation vs. work, etc.).

State Goal	1
District Goal	
Program Goal	4

Related Area(s) Science

Suggested Activities: Grade(s) 1

Suggested Monitoring Procedures

Possible Resources

Title: Guess What Activity
Group Size: entire class
Materials: article from home such as sunglasses, earmuffs, boots, baseball cap, sunhat, bathing cap

Procedures:

- Teacher asks each student to bring an article of clothing (see above) from home. Other students then guess what activity or type of weather each article would be worn for.

Title: Dress Up Day
Group Size: entire class
Materials:

Procedures:

- Teacher first sends home a letter informing parents of the activity.
- Students wear party clothes to school on a selected day. (Would be good time to discuss party manners, behavior.)
- Serve apples and cheese some time during the day and let students tell where they usually wear their dress up clothes.

Title: Weather Drama
Group Size: entire class
Materials: none needed

District Resources

Suggested Activities: Grade(s) 1

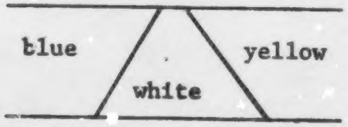
Procedures:

- Teacher directs the students to react to descriptions of weather conditions.
- Example: Teacher says: "Its so hot today!" Students dramatize reactions. "It snowed all night." "The streets are covered with snow." "There's a storm coming - - listen to the thunder!"

Title: Clothes & Why We Wear Them bulletin board

Group Size: small or large

Materials: tagboard, white construction paper, teacher prepared paper dolls on tagboard divided into colors: blue for rain, white for snow and yellow for sunshine.



Procedures:

- Students select weather they want.
- Each student cuts out a paper doll and traces around it making appropriate clothes (and making sure to put on standout tags so they can be put on and taken off!)
- Place in appropriate section of display.

Suggested Monitoring Procedures

Possible Resources

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 1

Student Learning Objective(s) A. The student knows clothing is made for a variety of materials (animal, plants, man-made). B. The student is able to name sources of types of clothing (animal, plant, man-made).

State Goal 1

District Goal

Program Goal 4

Related Area(s) Science

Suggested Activities: Grade(s) 1

Title: Various Materials
Group Size: entire class
Materials: samples of materials clothes are made from: wood, cotton, leather, rubber, etc. Filmstrip: Materials for Clothing

Procedures:

- Let students touch and hold samples of materials. Discuss weight, texture of various materials.
- Show filmstrip.

Title: Animal Fabrics
Group Size: entire class
Materials: clay, tagboard strips, samples of material made from animals.

Procedures:

- Teacher directs students to make clay models of animals which provide material for clothing.
- Label with tagboard strips. Put a sample of material beside each animal model.

Title: Plant Fabrics
Group Size: entire class
Materials: paper, crayon, sample of plant fabric

Procedures:

- Teacher asks students to draw pictures of plants which provide material for clothing fabric. Attach a sample of material to the drawing.

Suggested Monitoring Procedures

Teacher asks student to name several sources of clothing materials.

Possible Resources

Filmstrip:
Materials For Clothing, EBE

Film:
Cotton --From Fiber to Fabric, McGraw-Hill

Fabric Store

Free or inexpensive materials:
1. Louisiana State Dep . of Agriculture and Immigration, Baton Rouge, La. Exhibit: cotton balls and lint cotton.
2. National Cotton Council of America, P.O. Box 12285, Memphis, Tn.
3. Pendleton Wollen Mills, Home Economics Dept., Portland, Ore. Chart: Wool., also Fiber In The Making (8 steps in manufacturing with samples of wool at each stage.)

District Resources

Suggested Activities: Grade(s) 1

- Variation: The two preceding activities could be combined, with half the class working with animal fabric, the other with plant fabrics.

Title: Fabric Cards
Group Size: individual
Materials: 2 sets of cards (3" x 5"); one set with pictures of sources of materials and the other set with words for materials (wool, cotton, etc.)

Procedures:

- Students match picture cards with word cards.

Title: Cotton: From Fiber to Fabric
Group Size: entire class
Materials: Film

Procedures:

- Show film and discuss.

Title: Synthetic Materials
Group Size: entire class
Materials: samples of synthetic materials chart (see below)

	Soft	Hard	Rough	Smooth	Shiny	Dull	Etc.	will Burn	Wrinkles	Tear Easily
Wool			X			X				
Cotton	X			X	X	X		X		
Silk										
etc.										

Suggested Monitoring Procedures

Possible Resources

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 1

Student Learning Objective(s) A. The student knows clothing is made from a variety of materials (animals, plants, man-made). B. The student is able to name sources of types of clothing (animal, plant, man-made).

State Goal	1
District Goal	
Program Goal	4

Related Area(s)

Suggested Activities: Grade(s) 1	Suggested Monitoring Procedures	Possible Resources
Procedures: . Teacher asks students to describe how the samples feel. . Discuss whether materials can come from something other than plants or animals. Title: Field Trip To Fabric Store Group Size: entire class Materials: Fabric Store, scrapbook(s) **Procedures:** . Teacher takes students to a fabric store. . Students identify as many materials as possible. . If samples are available, have each student make a scrapbook labeling the samples. . If not enough samples are available for each student, make a class scrapbook.		District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 1

Student Learning Objective(s) The student knows the clothing style is determined by individual and group values.

State Goal 5,6

District Goal

Program Goal 4

Related Area(s)

Suggested Activities: Grade(s) 1

Suggested Monitoring Procedures

Possible Resources

Title: What Are You Wearing?
Group Size: entire class
Materials: chalk, chalkboard

Procedures:

- Teacher stands at board with chalk and gives the following directions:
  "All those wearing tennis shoes stand up."
  Teacher puts the number on the board.
  "All those wearing jeans or slacks stand up."
  Record number on board.
  "All those wearing party clothes."
  Record.
- Teacher counts responses and leads discussion on which groups most students fit into.
- Variation: Graph the number of responses by using stick figures or squares of colored paper for each student wearing a particular type of clothing.

Title: Why Do You Like It?
Group Size: entire class
Materials: none needed

Procedures:

- Teacher leads class discussion on what kinds of clothing the students like and why.

Title: Historical Clothes
Group Size: entire class
Materials: snapshots or pictures of clothing worn in olden times (e.g., 1930's, 1940's, 50's and 60's, etc.)

District Resources

303

304

Suggested Activities: Grade(s) 1

Procedures:

- Have students bring snapshots of relatives or neighbors showing what they wore as children; identify snapshots by year if possible.
- Group the pictures brought in by years on a chart:

1930	1940	1950	1960	1970

Discuss similarities and differences in the styles

Suggested Monitoring Procedures

Possible Resources

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 1

Student Learning Objective(s) The student knows that clothing can be hand or factory made.

State Goal	1
District Goal	
Program Goal	4

Related Area(s) Career Education

Suggested Activities: Grade(s) 1

Title: Patterns
Group Size: entire class
materials: clothing pattern; portable sewing machine; seamstress (parent or volunteer) fabric (see below)

Procedures:

- Teacher brings a garment pattern to class. Teacher asks if anyone knows what it is.
- Hold up individual pieces of the pattern and ask students what part of the garment the piece is for.
- With parental assistance and a sewing machine demonstrate how to make a simple garment form a pattern.

Title: Sewing a Garment
Group Size: small groups
Materials: volunteers with sewing machines, patterns, fabric

Procedures:

- Volunteers make a simple garment, involving the students as much as possible.

Title: Visit To Garment Factory
Group Size: entire class
Materials: Filmstrip: Where Clothes Come From

Suggested Monitoring Procedures

Student can tell teacher which item of his/her clothing were purchased ready-made and which were home made.

Possible Resources

Parents
Volunteers
Agreeable seamstresses

Filmstrip:
Where Clothes Come From, EBE

District Resources

Suggested Activities: Grade(s) 1

Suggested Monitoring Procedures

Possible Resources

Procedures:

- Show filmstrip. Lead discussion on where students get their clothes.

Title: Clothing
Group Size: small groups
Materials: paper, crayon

Procedures:

- Ask each student to draw a picture of the article of clothing he/she would most like to have.
- Student describes the article to the class or to a small group, detailing what it is made of, what color, where it can be purchased, the cost, etc.)

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 1

Student Learning Objective(s) A. The student knows families may spend a large portion of their income for clothes. B. The student values taking care of his clothes.

State Goal	1,5
District Goal	
Program Goal	4

Related Area(s) Math-Money

Suggested Activities: Grade(s) 1

Title: New Clothes
Group Size: entire class
Materials: none needed

Procedures:

- Teacher leads discussion:
  Teacher asks students what they would do if they wanted a new shirt or dress. (Possible responses: Ask mother or dad; go to the store, etc.)
- Teacher elicits answer: "Buy them." (Even if clothes are to be sewn at home, materials must be purchased).
  Teacher: "What do you need to buy clothes?"
  Student: "Money."
  Teacher: "Where do you or your parents get the money to buy clothes?"
  Student: "They work, etc.: (many possible answers).

Title: How Much Do Clothes Cost?
Group Size: entire class
Materials: mail order catalogs, scissors, chalk, chalkboard, older students

Procedures:

- Students cut pictures of clothing they would like to have from the mail order catalogs. (Allow about 15 minutes for selection.)
- With the help of the older students, have the students find the amount of money needed to purchase the clothes they want.
- Pose the following question to the students:

311

Suggested Monitoring Procedures

Observe how the student takes care of his/her own clothes at school.

Possible Resources

Old magazines, newspapers

5th or 6th grade students as helpers.

District Resources

312

Suggested Activities: Grade(s) 1

If they received 10¢ for every hour they were in school, how many hours would they need to earn enough money to buy the clothes they wanted? Older students may help the class.

Title: Risa Earns Her Dime
Group Size: entire class
Materials: Film. Risa Earns Her Dime

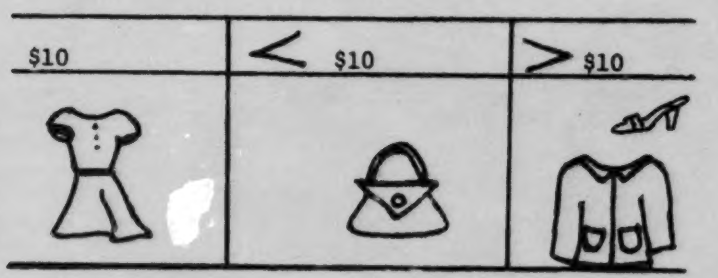
Procedures:

- Show film to the class.
- Ask students to dramatize or illustrate how they would earn money for something they wanted.

Title: Mural
Group Size: entire class
Materials: large sheet of paper (suitable for mural) pictures from newspapers or magazines; scissors, paste or glue

Procedures:

- Teacher draws sections on top of mural sheet as follows:



- Students make a mural of clothing advertisements. Pictures should be arranged in areas of cost of clothing article. Example: Less than $10; more than $10. (Coordinate with math lesson on "greater than" and "less than.")

Suggested Monitoring Procedures

Possible Resources

Film:
Families and Jobs: Risa Earns Her Dime, McGraw-Hill

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 1

Student Learning Objective(s) A. The student knows families may spend a large portion of their income for clothes. B. The student values taking care of his clothes.

State Goal	1
District Goal	
Program Goal	4

Related Area(s) Math-Money

Suggested Activities: Grade(s) 1	Suggested Monitoring Procedures	Possible Resources

Title: Clothing Care
Group Size: entire class
Materials: none needed

Procedures:

- Teacher leads discussion on clothing care: Begin by asking "What are some ways we can help to make our clothes last longer?" "Does your family have any rules about taking care of clothes?" "Why should we take good care of our clothes?"

Title: Worn Out Clothes
Group Size: entire class
Materials: worn clothing from student's home

Procedures:

- Teacher asks each student to bring in one article of clothing he/she has not taken good care of and what might have been done to prevent the damage to the clothing.

Title: Clothing Cost
Group Size: entire class
Materials: mail order catalog; clothing ads from newspapers, magazines, older students

Procedures:

- Ask students to go home and list each article of clothing that each member of his/her family is wearing at the time.
- Bring list to school and with the help of older students, look up approximate prices of each item

District Resources

315

316

Suggested Activities: Grade(s) 1	Suggested Monitoring Procedures	Possible Resources
of clothing in the catalog or ads. Student determines the total cost to the family to buy one outfit for each member of the family. (Note: If listing each member of the family's clothing is too difficult, let the student choose just one member of the family or himself/herself).		
		District Resources

SMALL SCHOOLS PROJECT

SUBJECT: Social Studies

SPECIFIC AREA: Families: Basic Needs-- Love

	Page	Suggested Grade Placement	District Placement				
			K	1	2	3	4
The student knows:							
. humans need to give and receive love.	159	1					
. there are many ways to show love.	161	1					
. the family helps meet a person's need for love.	163	1					
The student is able to:							
. identify people or other living things he/she loves.	159	1					
. name ways in which he/she shows love.	161	1					
. name ways in which his/her family members provide love for each other.	163	1					
The student values:							
. giving and receiving love by sharing in family activities and responsibilities.	163	1					

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER ______________

SMALL SCHOOLS PROJECT

Suggested Objective Placement 1

Student Learning Objective(s) A. The student knows that humans need to give and receive love.

B. The student is able to identify people or other living things which he/she loves.

State Goal	1,2,5
District Goal	
Program Goal	1,7

Related Area(s)

Suggested Activities: Grade(s) 1

Title: What Mary Jo Wanted
Group Size: entire class
Materials: book (above)

Procedures:

- Read What Mary Jo Wanted to the class. Ask the students:
  "How did Mary Jo show she loved the puppy?" "Do you have a pet you love?" "Why do you love it?"
- Students draw a pet they have or would like to have, showing some of the things they would do for it.

Title: Love Is A Special Way of Feeling
Group Size: entire class
Materials: butcher paper, poster paint writing paper, pencil

Procedures:

- Students complete the following sentence on writing paper: "Love is__________." (If they can't write, have them dictate to an older student, or to teacher.)
- Students paint large LOVE posters on butcher paper.

Title: Love List I
Group Size: entire class
Materials: paper, pencil, crayon

Procedures:

- Allow students ten minutes to list everything they love.

Suggested Monitoring Procedures

Student can name or draw pictures of living things he/she loves.

Student can express what love means to him/her.

Possible Resources

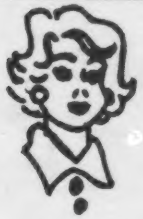
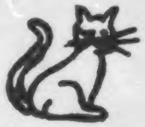
Books:

Love is a Special Way of Feeling, Joan Walsh Anglund, Harcourt Brace
Do You Know What I'll Do? Charlotte Zolotow, Harper
What Mary Jo Wanted, Scott, Foresman
Big Sister and Little Sister, Charlotte Zolotow, Harper

District Resources

Suggested Activities: Grade(s) 1

- Explain that the list must contain only living things. (They may dictate to older students)
- Students then draw pictures of each of the things listed.

Parent	Cat
	
etc.	

Suggested Monitoring Procedures

Possible Resources

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 1

Student Learning Objective(s) A. The student knows there are many ways to show love. B. The student is able to name ways in which he/she shows love.

State Goal	1,2,5
District Goal	
Program Goal	1,7

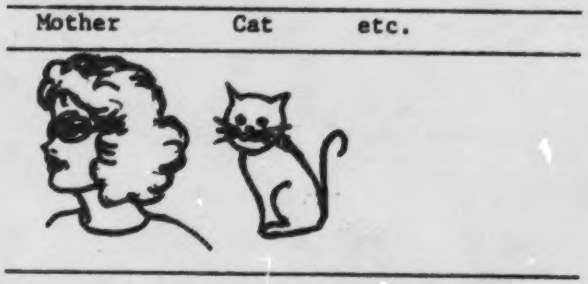
Related Area(s) Language Arts

Suggested Activities: Grade(s) 1

Title: Love List II
Group Size: entire class
Materials: Love list (see previous activity) paper, pencil

Procedures:

. The student uses the pictures that he/she drew for the previous activity and then lists (or tells) the ways that show love for that person or animal. On the back the student lists (or tells) how that person or animal loves the student.



Title: Family Love
Group Size: entire class
Materials: none needed

Procedures:

. Teacher leads discussion on the following questions:
(a) "How do members of your family show they love you?"
(b) "Can you think of a time when someone in your family was angry with you?" "Why?"

Suggested Monitoring Procedures

Student orally tells of ways to show love.

Possible Resources

District Resources

Suggested Activities: Grade(s) 1

(c) "Did they still love you even though they were angry?"

(d) "Can you be unhappy with someone and still love that person?"

Title: Peter Rabbit
Group Size: entire class
Materials: The Tale of Peter Rabbit, by Beatrix Potter

Procedures:

- Teacher reads the story to the class.
- Teacher leads discussion on why Peter was sent to bed without dinner.
- Ask: "Did his mother and brothers and sisters still love him?"
- The students write or dictate a story telling what Peter should have done.
- NOTE: Since many students are familiar with story have them retell it.

Title: Gift Searching
Group Size: small or large
Materials: Ask Mr. Bear

Procedures:

- Teacher reads story
- Discuss how child searches for present for mother and ends up with a bear hug.

Suggested Monitoring Procedures

Possible Resources

Books:
The Tale of Peter Rabbit, Beatrix Potter, Warne
Ask Mr. Bear, Marjorie Flack, MacMillan

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 1

Student Learning Objective(s) A. The student knows the family helps meet a person's need for love.

B. The student is able to name ways in which his/her family members provide love for each other.

C. The student values giving and receiving love by sharing in family activities and responsibilities.

State Goal	2,7
District Goal	
Program Goal	1,7

Related Area(s)

Suggested Activities: Grade(s) 1

Title: How Families Live
Group Size: entire class
Materials: "Ties of Affection" pictures
How Families Live: teacher's guide

Procedures:
- Teacher leads discussion using questions from teacher's guide.
    - 1C/2 Mother and Children
    - 1C/3 Mother and Son
    - 1C/4 Father and Daughter

Title: Family Love
Group Size: entire class
Materials: books (see resources)

Procedures:
- Teacher reads book(s) to class and leads discussion on how love is shown in that family.
- Teacher asks: (for class discussion)
    - (a) "How does your family show they love you?"
    - (b) "What do you do that shows love for your family?"

Title: What's A Family For?
Group Size: entire class
Materials: paper, crayons or water colors

Procedures:
- Teacher leads discussion by asking students why they think that people all over the world live in families. Accept all responses. Try to elicit, "Because they love each other."

Suggested Monitoring Procedures

Teacher observation: student says positive things about other family members.

During show and tell the student tells of family activities he/she enjoyed.

Possible Resources

How families Live -- Year One, Social Studies Discussion Picture Fitzhenry and Whiteside Limited Concept C -- Box

Books:
My Mother is the Most Beautiful Woman in the World, Becky Reyher Lothrop, Lee & Shepard
Do You Know What I'll Do?, Charlotte Zolotow, Harper & Row

District Resources

Suggested Activities: Grade(s) 1

- Students then make crayon or water color illustrations of ways their families show love.
- Students then write or dictate a story about a family activity they enjoy.

Title: Families Share Activities and Responsibilities

Group Size: large

Materials: resources from Schools, Families and Neighborhoods, (study print 38 and teacher's guide p. 114) ditto

Responsibilities: Jobs at Home	S	M	T	W	Th	F	S

Procedures:

- Discuss responsibilities using teacher's guide and study print.
- Pass out ditto. Share individual responsibilities each student has at home.
- Students list each job she/he is responsible for.
- Take sheets home and use as a checklist for a week.

Suggested Monitoring Procedures

Possible Resources

Kit:
Schools, Families and Neighborhoods: A Multimedia Readiness Program, Field Education Publications, Inc.

District Resources

SMALL SCHOOLS PROJECT

SUBJECT: Social Studies

SPECIFIC AREA: Families: Basic Needs--Recreation

	Page	Suggested Grade Placement	District Placement				
			K	1	2	3	4
The student knows:							
. that people everywhere need some form of recreation.	167	1					
. that recreational activities are available in immediate surroundings.	169	1					
. that recreation can take a variety of forms (groups--individual; sport--hobby).	171	1					
The student is able to:							
. name a variety of sports and hobbies which he/she can appreciate and enjoy throughout life.	171	1					
. identify recreational activities which cost money and activities which are free.	169	1					
The student values:							
. enjoyment derived from participation in some form of recreation.	167	1					
. using leisure time in self-satisfying ways.	167	1					

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER ____________

SMALL SCHOOLS PROJECT

Suggested Objective Placement 1

Student Learning Objective(s) A. The student knows people everywhere need some form of recreation. B. The student values enjoyment derived from participation in some form of recreation. C. The student values using leisure time in self-satisfying ways.

State Goal	5,9
District Goal	
Program Goal	7

Related Area(s) Me and My Environment section of K curriculum

Suggested Activities: Grade(s) 1

Title: Take A Walk
Group Size: entire class
Materials: paper, crayons, magazines, scissors

Procedures:

- Teacher takes class for a walk at recess and asks class to observe what other students are doing.
- Class discusses what recreation means and why it's necessary.
- Students find pictures of recreational activities in magazines and make a collage or scrapbook.
- Students then illustrate or tell what their family members do for recreation.

Title: Recreation
Group Size: entire class
Materials:

Procedures:

- Invite other teachers, parents, senior citizens etc., to tell the class what they do for recreation. Ask them to bring equipment needed for their particular form of recreation. Encourage the students to ask questions.

Suggested Monitoring Procedures

Observe whether student becomes involved in some activity during play time.

Possible Resources

Film:
Cities and Recreation: Places We Play, McGraw-Hill

magazines

people from community

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 1

Student Learning Objective(s) A. The student knows that recreational activities are available in the immediate surroundings. B. The student is able to identify recreational activities which cost money and activities which are free.

State Goal	1,9
District Goal	
Program Goal	7

Related Area(s)

Suggested Activities: Grade(s) 1

Title: What's Free and What Isn't
Group Size: entire class
Materials: list of recreational activities

Procedures:

- Teacher refers to the list of types of recreation already made. Put the list on the chalkboard.
- Teacher asks students to circle the recreational activities that are available in the area.
- Students classify the activities according to those which cost money and those that are free.

Title: Fun For Free
Group Size: entire class
Materials:

Procedures:

- Teacher directs students to tell of their experiences where they had fun with their families without spending money.
- Bring out the idea of using natural resources that are available to everyone -- picnics, swimming, hiking, mountain climbing, skiing.

Suggested Monitoring Procedures

Students can name some forms of recreation available in the area and tell if they are free or if they cost money.

Possible Resources

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 1

Student Learning Objective(s) A. The student knows recreation can take a variety of forms (group, individual; sport, hobby). B. The student is able to name a variety of sports and hobbies which he/she can appreciate and enjoy throughout life.	State Goal	9.10
	District Goal	
	Program Goal	7

Related Area(s)

Suggested Activities: Grade(s) 1

Title: Classifying Recreation
Group Size: entire class
Materials: chalk, chalkboard

Procedures:

- Teacher leads discussion, asking class to name as many forms of recreation and fun they can. Teacher records the list on the board (or makes a chart.)
- Ask students to classify according to group or individual recreation; classify according to hobby or sport; classify according to whether the activity costs money or is free.
- As a follow up, show the film, Families and Recreation--Fun is for Everyone.

Title: Recreational Collage
Group Size: entire class
Materials: pictures from magazines, paste, scissors

Procedures:

- Teacher directs students to make a recreational collage or mural out of pictures collected by the class from magazines.

Title: Hobbies
Group Size: entire class
Materials: chalkboard

Procedures:

- Teacher lists hobbies of students in the class.

Suggested Monitoring Procedures

Student can orally name several types of recreation.

Possible Resources

Film:
Families and Recreation--Fun is for Everyone, McGraw-Hill

District Resources

Suggested Activities: Grade(s) 1

Suggested Monitoring Procedures

Possible Resources

- Students then share hobbies in a short presentation to the class.
- Students can write about their favorite hobby and share with the class.

Title: Pantomime Games
Group Size: small groups
Materials:

Procedures:

- Teacher divides class into small groups which then pantomine different games students like--either school games or family games at home.
- Lead discussion on which games provide the most exercise.

Title: Who Participates and Why
Group Size: entire class
Materials:

Procedures:

- Teacher leads discussion on
  - (a) what recreational activities parents have that students cannot participate in and the reasons why.
  - (b) what recreational activities parents and children both participate in (hiking, swimming, camping, etc.)

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District Resources

348

SUBJECT: **Social Studies**

SPECIFIC AREA: **People and Communities**

	Page	Suggested Grade Placement	District Placement				
			K	1	2	3	4
The student knows:							
. **that people form communities to help each other.**	175	2					
. **that country's communities are made up of many different groups of people.**	177	2					
. **that an ethnic group is a group of people who share a common culture; language, customs, heritage, religion.**	179	2					
. **that there are many different ethnic groups in this country.**	181	2					
. **that the heritage of a people affects their way of life (celebrations, food, clothing, language, religion, music and recreation).**	183	2					
The student is able to:							
The student values:							
. **the cultural contributions of the different ethnic groups to the development of our communities.**	183	2					
. **and respects the rights of individuals to their cultural differences.**	179	2					

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER ______________

SMALL SCHOOLS PROJECT

Suggested Objective Placement 2

Student Learning Objective(s) The student knows that people form communities to help each other.

State Goal	7
District Goal	
Program Goal	1,4,6

Related Area(s)

Suggested Activities: Grade(s) 2

Title: Group Activity
Group Size: small group
Materials: none needed

Procedures:

- . Have groups of five students join hands in a circle. Tell them to get tangled up without dropping hands. They can duck under arms and step over joined arms. Allow them a few minutes to tangle. Then tell them to untangle without dropping hands.
- . Afterward, discuss these questions:
  How did you feel?
  How and when did you help each other?
  Were you all supposed to do the same things?
- . Discuss some things that a group could do for a person that a person could or could not do.
- . Ask: "If a group of families went out to the wilderness to live together how could they help each other?"
- . Ask: "Can you think of ways people in a neighborhood or a community are held together?" Give an example or two to get students going.

Title: A Collage Activity
Group Size: small group or entire class
Materials: scissors, newspapers, magazines, glue, tagboard

Procedures:

- . Have the children cut pictures from newspapers and magazines and or draw pictures that show people working on community jobs. If possible try to include some foreign magazine so that other cultures are represented.

Suggested Monitoring Procedures

The student (during group discussion or individually) can give examples of how people in communities help each other.

Possible Resources

Film:
Our Community, EBE

Filmstrip:
Communities Around the World, SVE

Film:
Why We Need Each Other: The Animals' Picnic Day, Learning Corporation

Teacher Reference:
Are School Children People?
Free from: The Geo. F. Cram Co., Inc. Box 426, E. Washington Street, Indianapolis, Indiana 42606

District Resources

Suggested Activities: Grade(s) 2

Suggested Monitoring Procedures

Possible Resources

- Then have the children paste their pictures together to form a collage.
- The collage can be displayed on the bulletin board.

Title: Making Bread (or Candles, Soap)
Group Size: small groups
Materials: as needed in the activity chosen

Procedures:

- Demonstrate skills practiced in the home 100 years ago. (Making bread, making soap, weaving, making candles, sewing all your own clothes, etc.)
- Ask: "Does each family make all these things now?" "Why?"

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 2

Student Learning Objective(s) The student knows that our country's communities are made up of many different groups of people.

State Goal	6
District Goal	
Program Goal	1,4

Related Area(s)

Suggested Activities: Grade(s) 2

Title: Observing People
Group Size: entire class
Materials: paper, pencil

Procedures:

- Ask students to stand on a street corner on their own time and observe people to see how they are different. Example:

Senior citizens	Business groups
Handicapped	Ethnic groups
Children	

- The next day discuss their observations and list the various ways people in their community are different.

Title: Community Churches
Group Size: large or entire class
Materials: phone book

Procedures:

- Check the phone book to notice the various churches in the community.
- Ask: Do all people go to church? Why do people go to different churches?

Title: Your Nationality
Group Size: large or entire class
Materials: U.S. map, world map, pins and colored strips

Procedures:

- Ask: "Were you born in this community?"
- Trace the background of all students and try to determine the national backgrounds of children.

Suggested Monitoring Procedures

The student can discuss differences and likenesses of people in the community.

Possible Resources

Books:
Carlos of Mexico, Betty Cavanna, Watts
This is San Francisco, This is Greece, and This is Hong Kong, by M. Sasek and W.H. Allen

Films:
Navaho Children, EPF
A Boy of Seminoles, Coronet

Filmstrip:
Ethnic Heritage: A Living Mosaic, J.C. Penny

District Resources

Suggested Activities: Grade(s) 2

- Use pins and color strips to locate the places where students were born on the maps.

Title: **Are People Alike or Different?**
Group Size: large or entire class
Materials: a can of tomato soup, a can of fruit cocktail, a bowl, can opener

Procedures:

- Bring in a can of tomato soup and a can of fruit cocktail. Ask: "If we could put all of our communities' people in a can would they look like the tomato soup (all alike) or would they look like the fruit cocktail (different sizes, shapes and colors)?
- Arrange for guest speakers from different and distinct groups in the community.

Suggested Monitoring Procedures

Possible Resources

Charts:
People in the Neighborhood, Child's World

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 2

Student Learning Objective(s) A. The student knows that an ethnic group is a group of people who share a common culture: Language, customs, heritage, religion. B. The student values and respects the right of individuals to their cultural differences.

State Goal	3,6
District Goal	
Program Goal	1,3,6

Related Area(s)

Suggested Activities: Grade(s) 2

Title: The Settling of America
Group Size: entire class
Materials: world map

Procedures:

- Ask the students who discovered America--discuss Columbus' voyage. Who lived in America then?
- Using a world map show the different countries that sent immigrants to settle here.
- Discuss where immigrants came from. All became Americans.
- Discuss how Blacks were brought over against their will and were slaves until 100 years ago.
- Discuss influence of immigrants' customs (music, food, festivities) on our culture.
- Ask students to identify ethnic and cultural groups in the community.

Title: Ethnic Communities
Group Size: entire class
Materials: brochures of San Francisco's Chinatown, New Orleans' French Quarter, etc.

Procedures:

- Indicate to the children that big cities have large ethnic communities. Collect brochures of San Francisco's China town, New Orleans' French Quarter and others from travel agencies to show the various ethnic groups in various communities around the country.

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Suggested Monitoring Procedures

Given the names of some ethnic groups, children can give some characteristics of each.

Possible Resources

Books:
Greek Fairy Tales, Barbara Wilson, Follett Publishing Co.
Favorite Fairy Tales Told in . . ., Virginia Haviland, Little Brown Series
A Sky Full of Dragons, Mildred Wright, Streck-Vaughan

Cassette:
Legends & Tales From Around the World, Troll Associates

Record:
Sing a Song of People, Unicorn Learning Products

District Resources

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Suggested Activities: Grade(s) 2

Title: Ethnic Celebrations
Group Size: entire class
Materials: photos, clippings from newspapers and magazines, bulletin board

Procedures:

- Check newspaper for holidays or ethnic celebrations. Teacher can make up folder on such pictures form his/her own clippings and students can ask their parents to help them find such pictures.
- A bulletin board can be made--the country found on the map, etc. Some grandparents receive newspapers in other languages.
- Locate some ethnic music and directions for easy folk dances and teach to the class.
- Discuss holidays from other countries that are celebrated in our country. (St. Patrick's Day, etc.)
- Teach students how to say hello, good-bye, thank you, and count in various languages.

Suggested Monitoring Procedures

Possible Resources

Book:
Muja Means One, Swahili Counting Book, Muriel Feelings, Dial

Teacher Reference:
Holidays and Customs, vol. 9 of Childcraft The How and Why Library, Field Enterprises Educational Corporation

Film:
Holidays Your Neighbors Celebrat
Coronet

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 2

Student Learning Objective(s) The student knows that there are many different ethnic groups in the country.

State Goal	3,6
District Goal	
Program Goal	4,6,7

Related Area(s)

Suggested Activities: Grade(s) 2

Title: Your Ethnic Origin
Group Size: entire class
Materials: blackboard, a globe or world map

Procedures:

- Ask students to check with their parents about their ethnic origin.
- Make a list of all the countries from which their ancestors came ——locate them on a globe or a world map.
- Invite older people to discuss how they or their parents or their grandparents came from other countries.

Title: A Poetry-Writing Activity
Group Size: large or entire class
Materials: pencil, paper

Procedures:

- Invite the students to write poems about likenesses and differences among people. You may wish to let students choose one of the following opening lines as a starter. Be sure to remind the students that the poem does not have to rhyme.

One night I had a dream as strange
could be;
I dreamed I was a twin, instead of me.

See the people marching by,
In a parade on the Fourth of July.

Suggested Monitoring Procedures

The student expresses an awareness that ethnic groups exist in our country and can name some of the groups (particularly those in his/her own area).

Each student can tell about his/her own ethnic origin (nationality) and some of their customs and cultures.

Possible Resources

Filmstrip:
Community Around The World, SVE

Film:
The Eskimo Children, EBF

Books:
Inatuk's Friend, Suzanne Morrow, Little Brown
Islands of Hawaii, Louise Floethe, Scribner

District Resources

Suggested Activities: Grade(s) 2	Suggested Monitoring Procedures	Possible Resources

I wonder what would happen
if everyone looked the same.

I traveled to the far-off lands
that lie beyond the seas.

Title: Ethnic Puppets
Group Size: small groups or individuals
Materials: paper bags, crayons, scissors, glue, construction paper

Procedures:

- Make paper bag puppets of different ethnic groups.

Title: Foreign Guest
Group Size: entire class
Materials: none needed unless guest would need a slide projector and screen to present slides

Procedures:

- Invite a person from another country to the class to show dress, books and pictures or slides.

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 2

Student Learning Objective(s) A. The student knows that the heritage of a people affects their way of life (celebrations, foods, clothing, language, religion, music and recreation). B. The student values the cultural contributions of the different ethnic groups to the development of the communities.

State Goal	3.6
District Goal	
Program Goal	6

Related Area(s)

Suggested Activities: Grade(s) 2

Title: Ethnic Foods
Group Size: entire class
Materials: books, magazines on foods that different groups eat.

Procedures:

- . Ask Librarian to help locate picture books or magazines with information on foods that different groups ear.
- . Ask students if they eat any of the foods displayed at home.
- . The class could be divided into research groups to tell a class about a typical meal for each group.

Title: Field Trip
Group Size: entire class
Materials: none needed

Procedures;

- . Take the students to grocery shops that specialize in foreign food.
- . Take them to Mexican, Indian , Greek or Japanese, etc., restaurants.
- . The students can make a class multi-ethnic cookbook.
- . Individual students can ask their parents, grandparents, relative, etc., for recipes that reflect a specific cultural background. Ideally, the students will have actually made the recipe they bring in.
- . You can help them have the recipes reproduced in books so that each student has one.
- . Have parents of ethnic origin prepare ethnic food in class for students.

Suggested Monitoring Procedures

Possible Resources

Books:
Ash Tuesday, Joan Woodberry, Macmillan of Australia
Happy New Year, Yen Liang, Lippincott
The Holiday Book by the Child Study Association of America, Crowell

picture books

magazines

District Resources

Suggested Activities: Grade(s) 2

Title: Dramatic Activity
Group Size: entire class
Materials: none needed

Procedures:

- Have students pretend they have several friends who don't speak English.
- "You are all together on the playground. What could you teach them? How would you do it?"
- Now take the students to the playground and have them take turns teaching different things without using words.

Suggested Monitoring Procedures

Possible Resources

District Resources

SMALL SCHOOLS PROJECT

SUBJECT: Social Studies

SPECIFIC AREA: People in the Community Work to Meet Their Needs

	Page	Suggested Grade Placement	District Placement				
			K	1	2	3	4
The student knows:							
. the relationship between, and interdependency of, jobs in the local community.	187	2					
. the size of a community determines the types of jobs available to the residents of that community.	189	2					
. geography and weather determine the types of jobs that are available in certain communities.	191	2					
The student is able to:							
. identify occupations in the local community.	189	2					
The student values:							
. the dignity and worth of work and workers.	189	2					
. the importance of jobs in the local community (as an aid to the economy and productivity of people).	187	2					
. his/her job at school as a student and his/her job at home.	193	2					

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION 373	ENVIRONMENTAL EDUCATION	OTHER ____________ 374

SMALL SCHOOLS PROJECT

Suggested Objective Placement 2

Student Learning Objective(s) A. The student knows the relationship between and interdependency of jobs in the local community. B. The student values the importance of jobs in the local community (as an aid to the economy and productivity of people).

State Goal 7,8,9, 10
District Goal
Program Goal 1,6

Related Area(s) Career Education

Suggested Activities: Grade(s) 2

Title: Question and Answer
Group Size: entire class
Materials: none needed

Procedures:

- Teacher asks what if there were no farmers, truckers, loggers, TV repairmen, etc.
- Could a family make all the things it needs--(time element).

Title: The Hospital
Group Size: entire class
Materials: crayons, paper, construction paper

Procedures:

- Take a tour of a local hospital. Have a doctor or the school nurse come to class and explain his or her professional duties.
- Have the students make a "Hospital Things" booklet by drawing pictures of various things that would be found in a hospital, labeling them, telling who would use them and describing what they would be used for.
- As a follow-up have students tell about their parents' jobs.
- Invite some parents in to talk to the class.

Title: Mini-Trips
Group Size: small groups
Materials: pencil, paper, crayons, newspaper ads, envelopes

Suggested Monitoring Procedures

Students can name different workers and their jobs.

Students can explain what might happen if certain jobs were not available in the community (no hospital, no grocery store, etc.)

Possible Resources

Book:
About Friendly Helpers Around Town, Elaine Hoffman, Melmont Publishers, Inc.

Film:
Moving People and Goods, McGraw-Hill
What Is A Community, EBE

Filmstrips:
Let's Imagine We're Going Places, Troll Associates
Community Workers & Helpers, Society for Visual Aid, Inc.

District Resources

Suggested Activities: Grade(s) 2

Procedures:

- Students choose career-interest area. Parent Volunteers take students with related interest to observe someone in the field. (Those interested in becoming firepersons will visit the Fire Station, etc.)
- Student should tell teacher privately or write on paper what they want to be in order to have more variety.
- The students could write and illustrate reports for class.
- Write thank-you letters to place visited.
- Develop a vocabulary list from words students use in describing their experiences.
- Collect newspaper ads of jobs wanted and available in community.

Title: Original Goods
Group Size: small or large
Materials: reference books

Procedures:

- Select a good and have students trace progress from origin to final good. For example: logs in river to sawmill to lumber company to furniture factory to store to home.
- Discuss services performed during process.
- Student writes about and illustrates a similar process.

Suggested Monitoring Procedures

Possible Resources

Kit:
The Man Who Made Fine Tops, SRA

Filmstrip:
How Our Service Station Helps Us, Standard Oil of California

Films:
Why Communities Trade Goods, Churchill
Why People Have Special Jobs, Learning Corporation

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 2

Student Learning Objective(s) A. The student knows that the size of a community influences the types of jobs available to the residents of that community. B. The student is able to identify occupations in the local community. C. The student values the dignity of work and workers.

State Goal	2
District Goal	
Program Goal	2,4,6

Related Area(s) Career Education

Suggested Activities: Grade(s) 2

Title: Resource Speaker
Group Size: entire class
Materials: none needed

Procedures:

- Invite a photographer, reporter, editor and other resource speakers to come to your classroom to discuss his/her job and why he/she choose that particular job.
- Students could write thank-you letters to resource speakers.

Title: Careers
Group Size: small group
Materials: chalkboard, paper, crayons, picture clippings

Procedures:

- Have the class write a book about careers with each letter of the alphabet beginning the name of a career.
- First list the alphabet on the chalkboard. Go through several letters and name a job which starts with that letter. Then go through the remainder of the letters having students name the jobs. Example:

  A. is for Airman up in the sky.
  B is for Barber who cuts hair.
  C is for Carpenter who builds.

- Assign one letter to each student. Each is to make the pages for the book with the letter assigned. Each page should contain information about the job as above and an illustration of that job.

Suggested Monitoring Procedures

The student can list some occupations in his/her area and give reasons for the importance of each.

Possible Resources

Books:
I Want to Be A . . . Series, Carla Greene, Children Press, Inc.

Films:
Everyone Helps In A Community, Churchill
People Who Work At Night, Bailey Film Associates
Food Store, Britannica
Airport In The Jet Age, Britannica
The Factory, Bailey Film Assoc.
A Community Keeps Healthy, Bailey Film Associates
A Community Keeps House, Bailey Film Associates

District Resources

Suggested Activities: Grade(s) 2	Suggested Monitoring Procedures	Possible Resources
Title: Who Does It **Group Size:** entire class **Materials:** paper, and pencil		

Procedures:

- Class discusses and lists names of occupations in their community.
- Group Chooses 10 they want to study.
- Students sign up, 2 or 3 for each occupation. Students who have a parent employed in one of the occupations could be encouraged to sign accordingly.
- Each group makes a report using books, resource people and interviews for material.
- Reports are shared and posted with illustration.

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 2

Student Learning Objective(s) The student knows that geography and weather determine the types of jobs that are available in certain communities.

State Goal 8
District Goal
Program Goal 4

Related Area(s) Career Education

Suggested Activities: Grade(s) 2

Title: How Weather Affects Our Lives
Group Size: entire class
Materials: none needed

Procedures:

- Ask how the weather affects us (clothing, activities).
- Ask "Does it affect the kind of houses we live in?"
- Discuss living in Alaska. Discuss living where it is very warm as well as in your own climate.
- Ask how the weather affects jobs that people do (farming in Arizona, where it snows, construction).
- How does where we live affect jobs that adults can have (fishing, logging, farming, shipping, canning, etc.)?

Title: Geographical Mural
Group Size: small or large group
Materials: crayons, paper, picture cuttings, etc., according to teacher's choice

Procedures:

- Make a mural of the kinds of geographical features in your community.

Title: Things Grown in Our Community
Group Size: small or large group
Materials: paper, pencil

Procedures:

- Write stories about things that grow in your community.
- Possibly draw pictures and/or bring items in to share with class.

Suggested Monitoring Procedures

Given a certain type of environment, the student can list some occupations that might be found in that area.

Possible Resources

Books:
Dan The Weatherman. Jene Barr, Albert E. Whitman Co.
Farm Helpers, Evelyn Payton, Hastings, Melmont
Mike and Dick on a Washington Apple Farm, Joan Liffring, Follett

Films:
Washington State Appleland, Washington Apple Commission
Dairy Farm, Coronet
Let's Visit A Tree Farm, Coronet
Truck Farmer, Britannica
Johnny Appleseed, Coronet

Filmstrip:
How Apples Grow, National Apple Institute

District Resources

Suggested Activities: Grade(s) 2	Suggested Monitoring Procedures	Possible Resources

Title: Types of Geographical Communities
Group Size: small or large group
Materials: library books which show types of geographical communities

Procedures:

- Obtain some library books showing various types of geographical communities; mountainous, coastal, prairie, etc.

Title: How Geographic Conditions are Changed
Group Size: small or large group
Materials: pictures

Procedures:

- Discuss how geographic conditions could be changed by man's technical knowledge (air conditioning, transportation, bringing raw materials to factories, irrigation).
- Have students make a mural or collage of pictures.

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 2

Student Learning Objective(s) The student values his/her job at school as a student and his/her job at home.

State Goal	9,10
District Goal	
Program Goal	

Related Area(s) Career Education

Suggested Activities: Grade(s) 2

Title: Charts
Group Size: small group
Materials: chart, pictures, bulletin board

Procedures:

- . Place large chart on bulletin board. Divide in two sections. Title "Jobs At School" - "Jobs At Home". Students collect pictures from magazines and newspapers. Place under correct heading.

Title: Game - "Tell Me Why?"
Group Size: entire class
Materials: none needed

Procedures:

- . Ask students if they can think of good answers to the following questions:

"Why do you clean your room?"
"Why do you feed your pet?"
"Why do you was dishes?"
"Why do you pick up your toys?"
"Why do you clean your desk?"
"Why do you put your trash in the wastebasket?"
"Why do you work hard at school?"
"Why do you write neatly?"
"Why do you learn new words?"
"Why should you be a good listener?"
"Why do you work quietly?"

Suggested Monitoring Procedures

The student can list his/her responsibilities at school and home and tell why it is important to carry out their responsibilities.

Possible Resources

Films:
Everyone Helps in a Community, Churchill
School and Jobs, McGraw-Hill

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SUBJECT: Social Studies

SPECIFIC AREA: People in the Community Organize to Meet Their Needs

	Page	Suggested Grade Placement	District Placement K	1	2	3	4
The student knows:							
. that community rules (laws) are necessary for group living and that rules protect the well-being of the community.	197	2					
. that people in the community choose leaders and give them authority to run the community.	199	2					
. that elected leaders in the community are chosen through the vote of the people.	201	2					
. that the taxes people pay provide for the public services needed by the citizens of our community (fire, police, schools, parks, libraries, streets, roads).	203	2					
. that people in communities organize to meet cultural needs.	205	2					
. that people in communities organize to meet religious needs.	207	2					
. that people in communities organize to meet educational needs.	209	2					
. that people in communities organize to control pollution and other problems.	211	2					
The student is able to:							
. identify elected leaders and their respective areas of resonsibilities: Mayor, Governor and President.	201	2					
The student values:							
. the services available in the community: Recreation, fire, safety, garbage collection, streets, roads.	203	2					

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER ______________

SMALL SCHOOLS PROJECT

Suggested Objective Placement 2

Student Learning Objective(s) The student knows that community rules (laws) are necessary for group living and that rules protect the well being of the community.

State Goal 2.5

District Goal

Program Goal 1,6

Related Area(s) Safety Education

Suggested Activities: Grade(s) 2

Title: School Rules
Group Size: entire class
Materials: Principal, Student Council Officer

Procedures:

- Teacher says: "Rules are made to help us get along." Start a discussion of the need for rules in school.
- Ask the students how they would feel if others could get in their desks and take what they wanted, or if anyone could push ahead of them when they were in line for a drink? What would it be like if everyone could come to school whatever time they wanted to or could talk whenever they wanted to?
- Allow a few minutes for the discussion.
- Teacher begins discussion by saying: "Groups make their rules in different ways. When you decide to play a new game, do you need the rules?" Wait for discussion. Discuss how you share in making the necessary rules.
- With Principal and Student Council Officer lead discussion or panel: "Do you know how school rules are made?" (Adults-together)

Title: Community Rules
Group Size: entire class
Materials: Police Officer, Student Patrol

Procedures:

- Ask: "What would it be like if everyone could drive as fast as they liked, or throw trash on the streets, or take anyone's bike? What do we call rules when we're talking about the rules of our towns or country?" (Laws)

Suggested Monitoring Procedures

Observe: Student shows a willingness to obey rules.

Students can explain why rules are necessary.

Possible Resources

Sound Filmstrips:
Cycle Safety, SPI
Walk Wisely, SPI
Safe Riding In A Car, SPI

Films:
Schools and Rules: Rules To View A Zoo By, McGraw-Hill
Why We Have Laws, Shiver, Gobble and Shane

District Resources

Suggested Activities: Grade(s) 2	Suggested Monitoring Procedures	Possible Resources

- Have Policeman or Student Partol person act as panel in discussion: "Who makes our laws?" (People whom we have chosen by election.)

Title: Rule-Finding Activity
Group Size: entire class
Materials: paper, pencil

Procedures:

- To help students become aware of the different kinds of rules that people may work together to have passed, say: "Our community has rules to protect people and rules to protect property, which means things owned by people."
- Ask the students to use the next few days to find as many examples of each of these kinds of rules as they can. Each student can bring in his/her list at the end of that period of time. The class can make then a collective list.

Title: Bulletin Board Activity
Group Size: entire class
Materials: bulletin board, newspaper or magazine clippings, crayons, paper

Procedures:

- Students start a bulletin board display of articles about people who break rules and the consequences of breaking rules. Such articles can be clipped from daily newspapers or magazines.
- The students discuss whether the rule was fair, whether the punishment was fair, and whether the people involved in enforcing the rule and deciding on the punishment were fair. (Articles about laws being made or requested.)
- Have students discuss and draw pictures of what happens when people cooperate and don't cooperate with each other.

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 2

Student Learning Objective(s) The student knows that people in the community choose leaders and give them authority to run the community.

State Goal	1,5
District Goal	
Program Goal	1,2,6

Related Area(s)

Suggested Activities: Grade(s) 2

Title: Story to Discuss
Group Size: entire class
Materials: the book, Peter Rabbit

Procedures:

. Read or tell the story about Peter Rabbit in which he is instructed not to go into Farmer MacGregor's field. Ask the students to comment on the following:
"What rule did Mother give Peter Rabbit?"
"Why did Mother make this rule?"
"Did Peter obey the rule?"
"Should he have obeyed the rule?" "Why or why not?"
"What happened to Peter because he didn't obey his Mother's rule?"
"Who makes rules in your family?"
"What are some rules in your family?"
"Why were these rules made?"
"What sometimes happens when you do not obey your parents?" "Why ?"

Title: Elected Leaders Review
Group Size: entire class
Materials: none needed

Procedures:

. Review the understanding that elected leaders have the authority to make and enforce rules to run the community.

Suggested Monitoring Procedures

Observe students during discussion.

Possible Resources

Book:
Peter Rabbit

Films:
Why We Have Elections: King of Snark, Learning Corp.
Why We Need Each Other: The Animals' Picnic Day, Learning Corp.

District Resources

Suggested Activities: Grade(s) 2

Suggested Monitoring Procedures

Possible Resources

Title: A Class Play
Group Size: small group
Materials: none needed

Procedures:

- Allow six or seven student volunteers to put on a play for class. Don't name a leader or any specific rules.
- Later discuss with them, "Was it difficult or easy. Did everyone agree? What could you have done to make the job easier?" (Try to elicit from students that they needed a leader and rules.) Let them (or another group) try again after voting for a leader and establishing some rules.

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 2

Student Learning Objective(s) A. The student knows that elected leaders in the community are chosen through the vote of the people. B. The student is able to identify elected leaders and their respective areas of responsibilities: Mayor, Governor and President.

State Goal	1,2
District Goal	
Program Goal	1,2,6

Related Area(s)

Suggested Activities: Grade(s) 2

Title: Bulletin Board
Group Size: entire class
Materials: bulletin board, pictures of the President, Senators and Congressmen

Procedures:

- Make a bulletin board showing the President, Senators and Congressmen chosen by our parents to go to Washington to make rules for our whole country.
- Encourage students to find pictures of the President, Governor and Mayor in the newspaper.
- Explain that the President is the leader of the U.S.A. and the Governor is the leader of the state, and the Mayor is the leader of the community--city or town.
- Discuss problems which might be city, state or national. Have students decide whether it would be the President, Governor or Mayor's problem.

Title: Guest Speaker
Group Size: entire class
Materials: none needed

Procedures:

- Invite mayor, city council member, legislator to discuss election process and procedures.

Title: Choosing A President
Group Size: entire class
Materials: slips of paper, pencil

Suggested Monitoring Procedures

Given the terms Governor, Mayor, President, etc., the student can give a simple definition (example: that is the leader of our town, state, country, etc.) and relate how that person was chosen.

Possible Resources

Film:
Why We Have Elections, Learning Corporation

District Resources

Suggested Activities: Grade(s) 2

Suggested Monitoring Procedures

Possible Resources

Procedures:

- Pretend the classroom is the U.S. Choose two or three students to be Presidential candidates.
- Ask each candidate to tell why he/she thinks he/she will be a good President.
- Distribute slips of paper with each candidate's name printed on them and have each pupil mark his/her choice with an X. (Borrow sample voting machine to use in election.)

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 2

Student Learning Objective(s) A. The student knows that the taxes people pay provide for the public services needed by the citizens of our community (fire, police, schools, parks, etc.) B. The student values the services available in the community: Recreation, fire safety, garbage collection, streets, roads.

Related Area(s)

State Goal	2,9
District Goal	
Program Goal	1,6

Suggested Activities: Grade(s) 2

Title: Discussion
Group Size: entire class
Materials: none needed

Procedures:

. Discuss with students:
What services does your family receive from other people? (education, protection, garbage,etc.)
How do we receive these services? Point out the people that provide these services.
How do these people provide for their families? "They are paid!" How? By Whom?

Title: Guest Speaker - Fireperson
Group Size: entire class
Materials: none needed

Procedures:

. Invite fireperson to class to discuss fire prevention, who they work for, who pays them, etc.

Title: Write A Story
Group Size: individual
Materials: paper, pencil

Procedures:

. Write a story pretending you are a policeperson, fireperson or postperson. Tell why people in the community need your services.

Suggested Monitoring Procedures

Observation and recording of student responses to determine their understanding.

Possible Resources

Films:
Cities and Recreation-Places We Play, McGraw-Hill
Cities and Protection-Protecting Lives and Property, McGraw-Hill
Why We Have Taxes: The Town That Had No Policeman, Learning Corporation

District Resources

Suggested Activities: Grade(s) 2	Suggested Monitoring Procedures	Possible Resources

Title: Role Playing
Group Size: small group
Materials: play money

Procedures:

- Let each student pretend to be a grown-up wage earner. It is pay day. Teacher "pays" each worker ten one-dollar bills in play money.
- Have the workers count their wages. Be sure that each student knows he has ten bills.
- Now discuss a public need. Example: The school library needs some new books for second grade. The books will cost $30.00. Discuss with class who will pay for books and how.
- Point out the fairness for everyone to pay a part of his/her wages.
- Variation: Place a large box on a table. Ask the students to come to the box, one at a time, and put one of their dollar bills in the box. When each student has contributed, count the money.
- Ask: "Is this a fair way to buy books?" (Yes) "Why?" (Because everyone will use them.)

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 2

Student Learning Objective(s) The student knows that people in communities organize to meet cultural needs.

State Goal	1,6,7
District Goal	
Program Goal	1,2,6

Related Area(s)

Suggested Activities: Grade(s) 2

Title: Discussion
Group Size: entire class
Materials: none needed

Procedures:

- Discuss with student when people in their community get together for fun or special occasions.
  - Club activities (Boy Scouts, Bluebirds, etc.)
  - Sports programs (Little League, tournaments, etc.).
  - Local community festivals (Kla Ha Ya Days, Salty Sea Days, etc.)
  - Parades (Fourth of July, etc.)
  - County, State Fairs

Title: Guest Speakers
Group Size: entire class
Materials: paper, pencil, envelopes

Procedures:

- Invite speakers to classroom to tell about their activities in the community. Write thank-you letters to speakers.

Title: Writing to Other Communities
Group Size: small groups, individuals
Materials: paper, pencil, envelopes, stamps

Procedures:

- Students write to other community officials to find out what is celebrated in their communities.

Suggested Monitoring Procedures

Student can tell what special days their community celebrates and some of the activities included included in the celebration.

Possible Resources

District Resources

Suggested Activities: Grade(s) 2

Suggested Monitoring Procedures

Possible Resources

Title: Collage
Group Size: small groups, individuals
Materials: newspapers, brochures, magazines glue, tagboard

Procedures:

- Make a collage of pictures of government officials, community groups, clubs, activities.

Title: Using a Calendar to Find Observances
Group Size: large groups or entire class
Materials: calendar, paper, pencil

Procedures:

- Use a calendar to have students:
  List observances in the community, state, nation.
  Categorize types of observances.
- Have students write a report on who and how people observe these special needs.

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 2

Student Learning Objective(s) The student knows that people in the community organize to meet religious needs.

State Goal	1,7,9
District Goal	
Program Goal	1,2

Related Area(s)

Suggested Activities: Grade(s) 2

Suggested Monitoring Procedures

Possible Resources

__Title__: Discussion
__Group Size__: entire class
__Materials__: none needed

__Procedures__:

- Discuss with the children what is meant by freedom of religion.

__Title__: Churches in Our Community
__Group Size__: entire class
__Materials__: telephone book, newspaper

__Procedures__:

- Ask students if they know how many churches and synagogues there are in their town. Help them with the names of the churches. (Check telephone book)

__Title__: Field Trip
__Group Size__: entire class
__Materials__: newspapers, paper, pencil

__Procedures__:

- Take students on a walk or bus ride around the community and list the different churches they see.
- Return to room and ask: "Why are there different churches?"
- Pass our religion section of the newspaper.
- Children could read and list the different news about the churches.

District Resources

Suggested Activities: Grade(s) 2

Title: Starting a Church
Group Size: entire class
Materials: none needed

Procedures:

- Ask the students what the people in a new town do if they want a church or synagogue. (Choose a site, collect money, obtain minister, priest or rabbi.)

Title: Bulletin Board
Group Size: small groups
Materials: newspapers, magazines

Procedures:

- Make bulletin board, preferably with contributions from students, of pictures of churches and church activities.

Suggested Monitoring Procedures

Possible Resources

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 2

Student Learning Objective(s) The student knows that people in communities organize to meet educational needs.

State Goal	1
District Goal	
Program Goal	1

Related Area(s)

Suggested Activities: Grade(s) 2

Title: Schools
Group Size: entire class
Materials: resource people such as principal, superintendent, teacher

Procedures:

- Ask: "Why does everyone have to go to school?" Lead discussion in such a way as to show the importance of education.
- Ask: "Do you think you can refuse to go to school?" "Why not?" "Who will wake you to go to school?" Point out that if someone's parents won't make him/her go to school, the truant officer will go after him/her.

Title: Different Schools
Group Size: entire class
Materials: paper, pencil

Procedures:

- Ask: "Does everyone go to the same school?"
- Make a list of the various types of schools--public, private, vocational, elementary, secondary, etc.
- Ask: "What are the reasons for choosing different schools?" You could cover the various schools one at a time.

Title: Paying for Schools
Group Size: entire class
Materials: none needed

Suggested Monitoring Procedures

Students can give reasons for going to school.

Possible Resources

Films:
School's and Learning - Learning Is My Job, McGraw-Hill
Schools and Jobs - Lots Of People Work Here, McGraw-Hill
Schools and Neighborhoods Josh Gets A Job, McGraw-Hill

Teacher Reference:
Social Studies Sampler: Understanding the Schools's Neighborhood, The Ealing Corp.

District Resources

Suggested Activities: Grade(s) 2	Suggested Monitoring Procedures	Possible Resources

Procedures:

- Ask: "Who pays for the schools?" Have the students ask their parents whether they pay for schools. Use the information to conclude that parents pay. Relate this information to special levies.

Title: Parents and Schools
Group Size: entire class
Materials: parents as resource

Procedures:

- Ask: "What do parents do to help the school?"
- Invite someone from the PTA group to discuss their activities.

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 2

Student Learning Objective(s) The student knows that people in communities organize to control pollution and other problems.

State Goal	1,4
District Goal	
Program Goal	3,5

Related Area(s)

Suggested Activities: Grade(s) 2

Title: Pollution
Group Size: entire class
Materials: none needed

Procedures:

- Discuss meaning and kinds of pollution.

Title: Observing Pollution
Group Size: entire class
Materials: none needed

Procedures:

- Take a class walk observing various kinds of pollution; litter, car-bus fumes, smoke, excess noise.

Title: Field Trip
Group Size: entire class
Materials: none needed

Procedures:

- Take a field trip to a recycling center, sewage treatment plant, water filtration plant.

Title: Demonstration
Group Size: entire class
Materials: car, white cloth

Procedures:

- Tie a piece of white cloth on the muffler of an auto. Run the motor for five minutes. Remove the cloth and have the students examine it.

Suggested Monitoring Procedures

Students can name pollutants found in their area.

Observe: Students show willingness to help control pollution.

Possible Resources

Books:
The Wump World
Who Cares? I Do, Munro Leaf

Films:
Conservation - A Job For Young America, McGraw-Hill
Garbage, King Screen
Urban Sprawl, Barr

District Resources

Suggested Activities: Grade(s) 2

Suggested Monitoring Procedures

Possible Resources

Title: Litter Discussion
Group Size: entire class
Materials: none needed

Procedures:

- Discuss the fact that although all litter is unsightly, some is more serious as it doesn't decompose--aluminum, plastic and glass.
- Encourage students to recycle items in the classroom--lunch sacks, paper, cardboard, bottles.

Title: Guest Speaker
Group Size: entire class
Materials: none needed

Procedures:

- Have a member of city council come in to tell of present city problems.

District Resources

SMALL SCHOOLS PROJECT

SUBJECT: Social Studies

SPECIFIC AREA: Small Communities and How They Change

	Page	Suggested Grade Placement	District Placement K	District Placement 1	District Placement 2	District Placement 3	District Placement 4
The student knows:							
. that small communities differ from each other in size and in the way people meet their needs.	215	2					
. that a community changes as the needs of the people living in it change.	217	2					
. that some communities grow larger, while other communities grow smaller.	219	2					
. that rural communities are usually small, have a low density population and often provide products for the urban communities.	221	2					
. small communities rely on the big cities for some services.	223	2					
. that the rate of change in a community varies, communities change rapidly or gradually.	225	2					
The student is able to:							
. identify causes of community change; technology, industry, transportation, recreation, people's needs.	217	2					
The student values:							

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER ______________

SMALL SCHOOLS PROJECT

Suggested Objective Placement 2

Student Learning Objective(s) The student knows that small communities differ from each other in size and in the way people meet their needs.

State Goal	1,4
District Goal	
Program Goal	2,4

Related Area(s)

Suggested Activities: Grade(s) 2

Title: The Size of Towns
Group Size: whole class
Materials: large sheet of paper for chart

Procedures:

- Ask students to identify the small towns in the area. Students probably come from some of these towns or have visited some of them.
- Make a chart with two columns. In one column list the names of the towns and in the other column place the most recent population count of each town. Using a state map of Washington supply the information concerning population count.

Title: Available Services in Small Towns
Group Size: small
Materials: phone books from surrounding small towns.

Procedures:

- Divide class into groups equal to the number of small towns for which you have phone books.
- Direct each group to find the services available in each town: doctors, grocery stores, post office, churches, schools, etc. (second graders will need a considerable amount of guidance in this activity.)
- Point out that the number and variety of services available are related to the size of the population.
- Emphasize the fact that really small towns do not have some of the services such as doctors, hospitals, etc. This could be used later as a reference point to develop the objective "small communities rely on the big cities for some services."

Suggested Monitoring Procedures

Possible Resources

Washington State map with population counts and/or atlas.

Small communities' phone books

District Resources

Suggested Activities: Grade(s) 2	Suggested Monitoring Procedures	Possible Resources
Title: Jobs in Small Towns **Group Size:** small or large **Materials:** phone books from surrounding small towns		Small communities' phone books

Procedures:

- Using the phone books students should attempt to find out the kinds of jobs people in various small towns may be doing. In some areas there may be a single industry employing most of the people.
- Another approach, if you are teaching in a small town, is to survey the students in your class to find out what kind of work their parents are doing.
- As a class write to second graders in surrounding small towns to find out what their parents are doing.
- Compare the findings with the size of towns as found in the first activity.

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 2

Student Learning Objective(s) A. The student knows that a community changes as the need of the people living in it change. B. The student is able to identify causes of community change; congestion, technology, industry, transportation, recreation, people needs.

State Goal	4,8
District Goal	
Program Goal	2,4

Related Area(s)

Suggested Activities: Grade(s) 2

Title: Community Changes
Group Size: entire class
Materials: none needed

Procedures:

- Ask the student what would happen if a big automobile factory was built in their town.
- Discuss the need for more homes, stores, bigger schools.
- Ask: "What would be good about the new factory, more jobs, a town with new stores?"
- "What could be some changes that we might not like?" (Too much traffic, rivers polluted by factory, crowded schools.)
- "Could planning help?" (Parks, traffic patterns, build a larger school.)

Title: How Communities Change
Group Size: entire class
Materials: photos, magazines, newspapers

Procedures:

- Identify jobs and services in the community today and contrast those of a village of 1800.
- Ask the students to find pictures of machines or inventions that have caused changes.

Suggested Monitoring Procedures

Possible Resources

Films:
A Field Becomes A Town, EBF
Land, Labor, Capital, Oxford
Changing Wheat Belt, McGraw-Hill

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 2

Student Learning Objective(s) The student knows that some communities grow larger while other communities grow smaller.

State Goal 2,4,10

District Goal

Program Goal 2

Related Area(s)

Suggested Activities: Grade(s) 2

Title: Community Change
Group Size: entire class
Materials: photos, old newspapers

Procedures:

- If you can locate a picture of your community that shows it as it was fifty to one-hundred years ago, show it to the students.
- Next show them a contemporary picture of their community.
- Hold the pictures side by side and ask the students to identify the changes that have occured.
- Then ask them why these changes have occured.
- Finally ask them if they think that all of these changes were/are helpful.

Title: Comparing Shopping Centers to General Stores
Group Size: entire class
Materials: none needed

Procedures:

- Discuss differences and similarities between contemporary shopping centers and early general stores.

Extension:

- Draw pictures or make a mural comparing general stores to a shopping center (be sure to include the parking lot).

Suggested Monitoring Procedures

Possible Resources

Book:
Little House in the Big Woods, Laura Ingalls Wilder

newspapers

magazines

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 2

Student Learning Objective(s) . The student knows that rural communities have a low density population and provide products for urban communities.

State Goal 2

District Goal

Program Goal 2,4

Related Area(s)

Suggested Activities: Grade(s) 2

Title: Field Trip
Group Size: entire class
Materials: magazines, brochures, catalogs

Procedures:

- Plan a field trip to the country. Contact a farmer, logger, miner, etc., to arrange a visit of the students.
- Have the person contacted emphasize the kind of environment he/she works in, specialized equipment, cost, qualifications needed, weather, products and the market.
- Following that visit have the students discuss and illustrate major concepts they have learned. These can be displayed under a caption, "Our Visit To____________".
- (A variation could be to have students prepare a display using pictures from magazines, brochures and catalogs on the kinds of activities they observed in their visit.)

Title: Small Towns' Contributions to the City
Group Size: small or large
Materials: newspapers from nearest big city

Procedures:

- Bring in newspapers from the nearest big city and have students examine the grocery advertisements to identify the products that grow or are produced on farms. Make a list of these items.

Suggested Monitoring Procedures

Give the students a worksheet with characteristics of urban and rural communities and have them identify the rural characteristics.

Possible Resources

Books:
I Want To Be A Farmer, Carla Greene

The Little Farm, Walch

Farmer and His Cows, Scribner

Films:
Dairy Farm, Coronet
Tree On the Road To Turn Town, Mc-Graw-Hill
Machines That Help Farmers, Bailey Film Assoc.
The Lumberyard, Bailey Film Assoc.
Crack In The Pavement, Film Fair

newspapers from nearest big city

Suggested Activities: Grade(s) 2	Suggested Monitoring Procedures	Possible Resources
. If you live in a small town identify those products that are produced in your town and are sold to the city. . Expand this activity beyond grocery items.		
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 2

Student Learning Objective(s) The student knows small communities rely on the big cities for some services.

State Goal	1
District Goal	
Program Goal	1

Related Area(s)

Suggested Activities: Grade(s) 2

Title: Community Services
Group Size: small or large
Materials: chart, paper

Procedures:

- Remind students that some small towns do not have many of the services that are very important to the people. Have students identify them and list on chart.
- Raise the question: Where do the people go for these services?
  Allow the students to relate to their personal experiences and/or speculate. List responses next to appropriate item on chart.

Title: Comparing Community Services
Group Size: whole class
Materials: chart, paper

Procedures:

- Discuss services your community has for which people from other communities must come to your town.
- Discuss services for which you must go to another town and/or city (i.e. zoos, museums, hospitals, shopping centers, commercial establishments, etc)
- Make lists on a chart under (a) Our Community, (b) Another Community.
- In comparing lists emphasize the fact that larger communities and especially big cities have more services.

Suggested Monitoring Procedures

Possible Resources

Film:
Cities and Commerce-Where We Get Goods and Services, McGraw-Hill

District Resources

Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 2

Student Learning Objective(s) The student knows that rate of change in a community varies; communities change rapidly or gradually.

State Goal 2,4,10

District Goal

Program Goal 2,4

Related Area(s)

Suggested Activities: Grade(s) 2

Title: Rate of Community Change
Group Size: entire class
Materials: chalkboard

Procedures:

- Remind the class of the town where a factory moved in. Ask students what changes may have occurred.
- Ask the students, "Do most towns change rapidly or more slowly?" Ask them to verify their opinions.
- With the students develop a list on the chalkboard of conditions that might cause a community to grow rapidly and list of conditions that might cause a community to grow gradually.

Title: Changes in Local Area
Group Size: entire class
Materials: none needed

Procedures:

- Invite a grandparent or senior citizen who has lived in the area for a long time to discuss changes that they have seen.

Title: Picture Display
Group Size: entire class
Materials: old pictures of towns in the area

Procedures:

- Ask students if any of their parents have old pictures of town in the area for a display.
- Have the students make a list and illustrate one item of something they can do today that they could not do in the past.

Suggested Monitoring Procedures

Observation of students in a discussion being able to tell of some changes that have occurred in their community and whether the changes were rapid or gradual.

Students can give a simple comparison of today with "long ago" (by art work, telling, writing, arranging pictures in sequence, etc.)

Possible Resources

Book:
Wake Up, City, Alvin R. Tressalt, Lothrup, Lee E. Shepard.

Films:
Cities and History--Changing the City, McGraw-Hill
Cities and Beauty--Cities Can Be Beautiful, McGraw-Hill

District Resources

Suggested Activities: Grade(s) 2

Title: Time Line

Group Size: individual

Materials: parent or grandparents as resource

Procedures:

- Have students ask their parents and grandparents about their youth. A simple time line can be formed with these headings:

When My Grandparents Were 7	When My Parents Were 7	I Am 7

- Under the headings, the students, with help, can list the information she/he has learned from her/his family.

Suggested Monitoring Procedures

Possible Resources

District Resources

SMALL SCHOOLS PROJECT

SUBJECT: Social Studies

SPECIFIC AREA: The Cities and How They Develop

	Page	Suggested Grade Placement	District Placement				
			K	1	2	3	4
The student knows:							
. cities have developed in areas where it is easy for people to work and trade.	229-	2					
. technology helped cities to grow.	233	2					
. the growth of a city is influenced by the natural features of the area in which it is located.	235	2					
. people living in cities come from a variety of cultural backgrounds.	237	2					
. people in a neighborhood often group and work together to make their neighborhood and their city a better place to live.	239	2.					
. cities have many problems such as pollution, traffic congestion, and the like.	241	2					
. many people that work in the city live in suburbs.	243	2					
The student is able to:							
. identify on a map the important natural features (rivers, ports, etc.) of a city.	229-	2					
. explain why people usually do not live in the downtown area (CBD).	243	2					
. give reasons why cities have more pollution problems than the countryside.	241	2					
. identify similarities and differences in rural, urban and suburban communities.	245-	2					
The student values:							
. the contributions of all cultural groups in the richness of city life.	237	2					
. attempts to beautify and clean the city.	239	2					

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OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER ________________

SMALL SCHOOLS PROJECT

Suggested Objective Placement 2

Student Learning Objective(s) A. The student knows that cities have developed in areas where it is easy for people to reach, find work or trade. B. The student is able to identify on a map the important natural features (rivers, ports, etc).

State Goal 1,4

District Goal

Program Goal 1,2,4

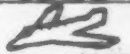
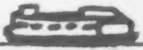
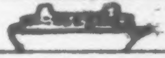
Related Area(s)

Suggested Activities: Grade(s) 2

Title: Citing Transportation Means
Group Size: small or large
Materials: city map, town map

Procedures:

- Get a close-up map of a large city in which the various means of transportation to and from the city are visible. Identify them and list on the board or on a wall chart. Pictures could also be used to identify various modes of transportation (since most of the cities developed by waterways, select a city by a river or other body of water).
- Repeat the above procedure for a small town. If the students live in a small town have them identify the ways one can travel to and from their town. A chart similar to the following will emphasize the differences.

City: Seattle	Town: Bruce, WA.
car	car
train	
plane 	
ferry 	
ship 	

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Suggested Monitoring Procedures

Possible Resources

Film:
Cities and Geography-Where People Live, McGraw-Hill.

District Resources

457

Suggested Activities: Grade(s) 2

Suggested Monitoring Procedures

Possible Resources

- Have students speculate on the reasons for the differences. The following might be included among these differences:

  - More people live in cities.
  - It is easier to make connections for traveling to different parts of the country.
  - Farmers and other producers in the countryside bring their products in the city to sell them.
  - It is easier to find work.
  - Life is more interesting for some people (some just come for a short period of time to be entertained).

Title: Continental Perspective
Group Size: individual or small
Materials: U.S. map

Procedures:

- Display a large map of the United States and have students identify the major cities. Write each city on a small slip of paper and put in a hat (or a bowl, jar, etc).
- Have individuals, pairs or groups draw a slip. They are then responsible to investigate that city and determine whether the city:

  - is near a waterway
  - has a railroad going through it
  - has an airport
  - has a major highway going through or by it

Title: What is a City?
Group Size: small or large
Materials: newspapers, paste, lined paper, pencils, black paper, scissors

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 2

Student Learning Objective(s) A. The student knows that cities have developed in areas where it is easy for people to reach, find work or trade. B. The student is able to identify on a map the important natural features (rivers, ports, etc.).

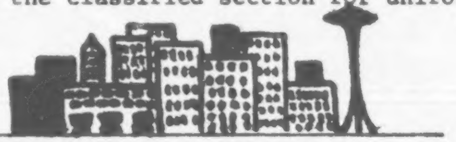
State Goal	1,4
District Goal	
Program Goal	1,2,4

Related Area(s)

Suggested Activities: Grade(s) 2

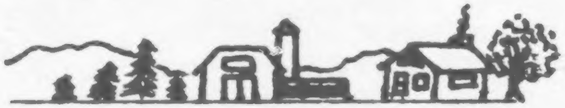
Procedures:

. On black paper paste the silhouette of tall buildings (taken from the classified section for uniformity of print).



. Below the silhouette paste lined paper with the student's definition of what a city is.

. Repeat procedure for the country.



Title: Building Cities
Group Size: small
Materials: "Where Do We Live" game

Procedures:

. Follow outlined game instructions. Players apply concepts of geography which consider human needs and environmental quality to plan and build cities on a game board.

Title: Why People Live in Cities
Group Size: small or large
Materials: Life in the City tape

Procedures:

. Listen to tape.

Suggested Monitoring Procedures

Possible Resources

Game:
Where Do We Live, Scott Foresman and Co.

Audio Tape:
Life in the City, ESD 121.
(#036204)

District Resources

Suggested Activities: Grade(s) 2	Suggested Monitoring Procedures	Possible Resources
. Discuss why people live in the city and how it affects them.		
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 2

Student Learning Objective(s) The student knows technology helped cities grow.

State Goal 1,4

District Goal

Program Goal 4,5

Related Area(s)

Suggested Activities: Grade(s) 2

Suggested Monitoring Procedures

Possible Resources

Title: Getting to School
Group Size: small or large
Materials:

Procedures:

- Take a hand count and tally on board the various ways the students get to school.

walk ~~1111~~ 1
bike 111
car ~~1111~~ 11
bus ~~1111~~ 1

- Recalling how students are bused or driven to school in small towns, ask children to speculate about what they would have to do if there were no buses or cars. How would they get to school? How would the community be different? Hopefully the students will indicate they would have to live near the school.

Title: Distances from Work
Group Size: small or large
Materials:

Procedures:

- Ask students to check with their grandparents and other older people they may know to find out how close to their place of work they used to live when they were young.
- In discussion emphasize how cars and the development of other means of transportation made it possible for people to live away from their jobs and this caused the cities to spread out.

District Resources

Suggested Activities: Grade(s) 2

Suggested Monitoring Procedures

Possible Resources

Title: Field Trip
Group Size: small or large
Materials:

Procedures:

- Have students visit several areas in a city where the population is increasing. Observe the changes in land use, the number of new buildings, the number of apartments versus the number of single family dwellings, shopping areas, etc.
- Upon returning to class and discussing what was seen, have students write prose or poetry about the city using their senses.

example: City of Everett

What I Saw
What I Heard
What I Smelled
What I Felt

Title: City Changes
Group Size: small or large
Materials: film

Procedures:

- Show the film Cities and History-Changing the City.
- Discuss observed changes.
- Possibly have students draw before and after pictures.

Before Much Industry	After Industry Grew

Film:
Cities and History-Changing The City, McGraw-Hill.

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 2

Student Learning Objective(s) A. The students know that the growth of a city is influenced by the natural features of the area in which it is located. B. The student is able to identify on a map the important natural features (rivers, ports, lakes, etc.)

State Goal	1,4
District Goal	
Program Goal	4

Related Area(s)

Suggested Activities: Grade(s) 2

Title: Lake Washington Bridges
Group Size: small or large
Materials: maps of metropolitan area of Seattle and Washington State

Procedures:

- Show a map of the Seattle metropolitan area. Place it within the context of Washington State and your own location.
- Point out that prior to building the bridges across Lake Washington very few people lived on the east side of the Lake. Allow children to share their speculations.

Title: Aerial Photographs
Group Size: small or large
Materials: aerial photos

Procedures:

- Secure aerial photographs of cities and observe the various patterns of growth which usually avoid rough paths of rivers or cover areas in which it is easy to build roads and have water lines bring other needed facilities.

Title: Field to Town
Group Size: small or large
Materials: film

Procedures:

- Show the film A Field Becomes A Town.
- Discuss changes emphasizing time period involved.

Suggested Monitoring Procedures

Possible Resources

Film:
A Field Becomes A Town, EBF

District Resources

Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 2

Student Learning Objective(s) A. The student knows people living in the cities come from a variety of cultural backgrounds. B. The student values the contributions of all cultural groups in the richness of city life.

State Goal	1,6
District Goal	
Program Goal	1,2,3

Related Area(s)

Suggested Activities: Grade(s) 2

Title: Ethnic Restaurants
Group Size: small or large
Materials: large city phone book, world map

Procedures:

- Take the phone book of a large city and identify as many ethnic restaurants as possible. Point out that people operating these restaurants often come from different countries.
- On a wall map of the world place strings from that city to the various countries identified.

Title: Urban People
Group Size: small or large
Materials: magazines

Procedures:

- Collect photographs of urban scenes and possibly mount them for a bulletin board display.
- Have students analyze the pictures noting and discussing the differences in people.

Title: Tourist Brochures
Group Size: small or large
Materials:

Procedures:

- Students and/or teacher contact a travel agency or the Chamber of Commerce of large cities. Ask them for public relations brochures on specific cities. Invariably they will depict the variety of people living in these cities and the contributions they

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Suggested Monitoring Procedures

Possible Resources

District Resources

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Suggested Activities: Grade(s) 2	Suggested Monitoring Procedures	Possible Resources
make to the life of the city. For instance, the oriental District in Seattle or the Scandinavian area of Ballard are generally projected as unique Seattle attractions. . Arrange an exhibit using the brochures to highlight an area's ethnic composition.		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 2

Student Learning Objective(s) A. The student knows people in a neighborhood often group and work together to make their neighborhood and their city a better place to live. B. The student values attempts to beautify and clean the city or any other location.

State Goal	1,5,6,7
District Goal	
Program Goal	1,2,3

Related Area(s)

Suggested Activities: Grade(s) 2	Suggested Monitoring Procedures	Possible Resources

Title: Surveying Community Groups
Group Size: individual and large
Materials:

Procedures:

- Ask students to survey their parents and neighbors to find out to what neighborhood or community groups they belong and what is the purpose of these groups. Let people know you are interested in groups existing for the good of the neighborhood or the community. A format similar to the following may be helpful here:

> Our class is gathering information about community groups that exist for the good of the neighborhood. We are interested in these groups' purpose and their products. Thank you for your help.

Name	Group(s)	Group Purpose	Group Project	Contact Person address/phone

- Discuss findings.

Title: Newspaper Coverage
Group Size: small or large
Materials: urban newspapers

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District Resources

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Suggested Activities: Grade(s) 2

Procedures:
- Urban newspapers, (city dailys as well as neighborhood weeklys), usually report on the activities of neighborhoods or community groups. Cut out reports and discuss with the children.
- Possibly have students search papers for additional articles.

Title: Film
Group Size: small or large
Materials: film

Procedures:
- Show film Communities Keep Clean.
- Identify ways to keep communities clean.

Title: Taking Action
Group Size: small or large
Materials:

Procedures:
- Have students discuss areas that need improvement in their neighborhood. List problem areas as they are identified and have class brainstorm possible solutions.
- As a class decide which project they will undertake.
- Organize class for action.

Suggested Monitoring Procedures

Possible Resources

Film:
Communities Keep Clean.

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 2

Student Learning Objective(s) A. The student knows cities have many problems such as pollution traffic congestion and the like. B. The student is able to give reasons why cities have more pollution problems than the countryside.

State Goal	1,4,7
District Goal	
Program Goal	3,4

Related Area(s)

Suggested Activities: Grade(s) 2

Suggested Monitoring Procedures

Possible Resources

Title: Considering Crowded Conditions
Group Size: small or large
Materials: magazine or poster pictures

Procedures:

- Ask students to speculate on the problems that might occur if the students from two other classes were to come and work in their class. Record answers on the board.
- Show pictures depicting urban problems-an industrial complex with smoke quite visible over it, a crowded city street, a crowed community swimming pool during the summer months. Have children cite problems and record answers on board.
- Check for similarities and differences with list generated from discussion of crowded classroom.

Title: Field Trip
Group Size: small or large
Materials:

Procedures:

- Visit the waterfront or any other body of water near the city and notice the pollution. Have students explain why the water is polluted.
- Upon returning to the classroom discuss ways to decrease pollution in waterways. Possibly make posters to alert the public of ways to help.

Audiotape:
The Transport Mess, ESD 121 (#31601)

District Resources

Suggested Activities: Grade(s) 2

Title: Comparing City and Countryside
Group Size: small or large
Materials: pictures, slides or films

Procedures:

- After studying visuals of urban and rural scenes, contrast them discussing the differences. Organizing the information as follows may be helpful:

City		Country	
Characteristic	Reason	Characteristic	Reason

Title: Film
Group Size: small or large
Materials:

Procedures:

- Show the film *Garbage*.
- Discuss how garbage is a menace as well as an art.

Suggested Monitoring Procedures

Possible Resources

Film:
Garbage, King Screen

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 2

Student Learning Objective(s) A. The student knows many people who work in the city live in the suburbs. B. The student is able to explain why people usually do not live in the downtown area (CBD=Central Business District).

State Goal 1,6
District Goal
Program Goal 1,4

Related Area(s)

Suggested Activities: Grade(s) 2	Suggested Monitoring Procedures	Possible Resources

Title: Comparing City and Suburb
Group Size: small or large
Materials: pictures of city and suburban scenes

Procedures:
- Take a map of the nearest metropolitan area and draw a circle around the CBD to separate the city from the suburbs. Ask students to speculate what might be different about the two areas.
- Show pictures of suburban and residential areas and identify differences. Notice how the downtown area has little room for yards and playing fields.

Title: Class Survey
Group Size: small or large
Materials:

Procedures:
- If students live in a suburban small town or a suburb, make a survey of the class to find out how many of their parents and/or people they know work in the city.
-

Title: Analyzing Rush Hour Traffic
Group Size: small or large
Materials: aerial pictures of rush hour traffic, Seattle map

Procedures:
- Show a picture of some frustrated people in a traffic jam and/or aerial photos of congested

District Resources

Suggested Activities: Grade(s) 2	Suggested Monitoring Procedures	Possible Resources
traffic. Discuss possible reasons for congestion. - Bring in a map of Seattle and point out how traffic towards city in morning and away from city in the afternoon. Mention the two Lake Washington bridges and the helicopter traffic controls on the radio. Have students analyze the situation and discuss reasons for it. Have students recall previous activities about problems in the cities.		
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 2

Student Learning Objective(s) The student is able to identify similarities and differences in rural, urban and suburban communities.

State Goal	1
District Goal	
Program Goal	1,4

Related Area(s)

Suggested Activities: Grade(s) 2

Title: City Life versus Country Life
Group Size: small or large
Materials: board, pencil, paper, crayons.

Procedures:

- Have student discuss how life in a city would be different from country life. On the chalkboard make two columns and head one "city" and the other "country." List student responses under each heading.
- Ask students to list advantages and disadvantages of the two.
- Discuss the kinds of jobs people would typically get in the country.
- Have students write a paragraph about why they would like to live in the country or city and illustrate the paragraph with a drawing.
- A variation would be to have the students make a mural of the family in the country or city.

Title: Poem
Group Size: small or large
Materials: poem entitled "City Child"

Procedures:

- Read poem and discuss characteristics of city and country. These can be listed under two columns labeled "city" and "country."

City Child

The sidewalk is my yard,
The lampost is my tree;
Up three long flights of stairs,

Suggested Monitoring Procedures

Possible Resources

Films:

Cities Are Different and Alike, Coronet.

Cities and Suburbs-The Metropolitan Area, McGraw-Hill.

District Resources

Suggested Activities: Grade(s) 2	Suggested Monitoring Procedures	Possible Resources

My home is Flat 4-C.

The fire escape is my porch,
Where clothes hang out to dry:
All the day the noise and rush,
All night the trains go by.

Tall buildings all around,
Reach up and shadow me;
Sometimes the great big sun
Comes peeping round to see.

All day people pass,
They hurry as they go;
But when they are my friends,
They stop and say hello.

- Students draw or point pictures showing characteristics of city and country. Exhibit as "Children Live (1) in the Country (2) in the City."

Title: Different Ways of Life
Group Size: small
Materials: butcher paper, paints, crayons, etc.

Procedures:

- Make a large mural comparing the farm, the town and the city. Some of the categories that might be compared are homes, work activities, play activities and transportation.
- Divide class into three or four groups, each responsible for the illustration of one category. Pictures can be collected from other charts and/or drawn and/or cut out of magazines and catalogues.

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 2

Student Learning Objective(s) The student is able to identify similarities and differences in rural, urban and suburban communities.

State Goal	1
District Goal	
Program Goal	1,4

Related Area(s)

Suggested Activities: Grade(s) 2

Suggested Monitoring Procedures

Possible Resources

Title: Telling a story
Group Size: individual
Materials: tape recorder, chalkboard, paper and pencil.

Procedures:
- Students may finish a story beginning, "If I lived in the city. . ." or "If I live in the town. . ." or "If I lived in the country. . ."
- These will be dictated or spoken into a tape recorder. Play back to share with classmates.
- Words about the city, town or country may be written on the board to the alphabetized and used in a picture dictionary.

Title: Subways-A City Characteristic
Group Size: small or large
Materials: book

Procedures:
- Read Barto Takes the Subway.
- Discuss how a person feels when they come from a farm to a city and take their first subway ride.

Title: Country vs. City
Group Size: small or large
Materials: books

Procedures:
- Read We Live in the Country (or City) and discuss students' experiences.
- Tape We Live in the City (or Country) and have the

Books:

Barto Takes the Subway by Barbara Brenner, Knopf.

We Live in the City by Lois Lenski, Lippincott.

We Live in the Country by Lois Lenski, Lippincott.

District Resources

Suggested Activities: Grade(s) 2	Suggested Monitoring Procedures	Possible Resources
students listen to the story without seeing the book's pictures. Ask them what pictures would be necessary to illustrate the book. Assign each picture to student(s). Then gather pictures together and bind in book form.		
		District Resources

SMALL SCHOOLS PROJECT

SUBJECT: Social Studies

SPECIFIC AREA: Our Land--Developed by the People

	Page	Suggested Grade Placement	District Placement				
			K	1	2	3	4
The student knows:							
. that in the United States the westward expansion of the railroad affected the development of the land.	251	3					
. that in the United States colonization, western expansion and immigration affected the use of the land.	253	3					
. that technology and the industrial revolution affected the use of land and increased production.	255	3					
. that in the United States the cultral background of many of the immigrants influenced the way they used the land.	257	3					
. that the life of early American was tied closely to the land and its resources.	259	3					
. that the Government played a role in systematically using the land in order to meet the needs of people.	261	3					
The student is able to:							
. identify ways the railroad affected the development of the land.	251	3					
The student values:							
. the contributions the immigrants and pioneers have made in the development of the land.	253	3					

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER ______________

SMALL SCHOOLS PROJECT

Suggested Objective Placement 3

Student Learning Objective(s) A. The student knows that in the United States the westward expansion of the railroad affected the development of the land. B. The student is able to identify ways the railroad affected the development of the land.

State Goal 3.4

District Goal

Program Goal 5

Related Area(s)

Suggested Activities: Grade(s) 3

Title: Ghost Town Picture
Group Size: small or large
Materials:

Procedures:

- Present students with a picture of a ghost town.
- Ask: "Why do you think this town became a ghost town?"
- Continue to develop the concept.

Title: Railroads' Impact and Decline
Group Size: small or large
Materials: train

Procedures:

- Set up a train in the classroom (this can be a real model train or a wall mural).
- Have various freight cars carrying products to various cities.
- Emphasize the impact the railroads had on land development and the moving of products from one area to another.
- Be sure to discuss the decline also.
- Variation: Have an outline map of the U.S. showing the development of the railroads across our nation. The students map out the original routes. (Add the states, cities, and whatever you are teaching about as you go along.)

Suggested Monitoring Procedures

Have students list ways in which the railroad affected land development.

Given a teacher-made list, have students identify the specific contributions the railroad made on land development.

Possible Resources

Write local Railways and ask for posters and other information they may have to offer.

magazines and newspapers

School library
Public library
Bookmobile

Film:
The Ballad of the Iron Horse, Learning Corporation

Charts and Pictures:
Various titles available from Association of American Railroads

District Resources

Suggested Activities: Grade(s) 3

Suggested Monitoring Procedures

Possible Resources

Title: Op Art Poster
Group Size: small or large
Materials: newspapers, magazines

Procedures:

- Have students cut pictures and words out of newspapers. Have the students cut these into train shapes, wheels, smoke stacks, etc.
- Paste the shapes collage style on poster board.
- Variation: Have a very large shape of a train already on bulletin board and have students completely fill in with words and pictures from newspapers or magazines.

Title: The Train
Group Size: entire class
Materials:

Procedures:

- The teacher indicates to the class that they are going to see how many interesting facts they can find about the contributions of the railroad in developing land use in the U.S.
- Each time students discover a contribution it will be written on a train car and added to the train. The class should see if they can make a very long freight train.
- Variations:

  Oral Reports: Describe the work of railroads in pioneering land settlement.

  Compare the role of the homesteader and private development companies in settling the west.

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 3

Student Learning Objective(s) A. The student knows that in the United States colonization, westward expansion and immigration affected the use of the land. B. The student values the contributions the immigrants and pioneers have made in the development of the land.

State Goal	3,6
District Goal	
Program Goal	5

Related Area(s) ____

Suggested Activities: Grade(s) 3

Title:	Student Reports
Group Size:	individuals
Materials:	reference books

Procedures:

- Have students do individual research at home or in library on the contributions the pioneers made to land development.
- Have them decorate the covers.

Title:	Twenty-One
Group Size:	entire class
Materials:	chalkboard, paper, pencil

Procedures:

- The purpose of this game is to establish the relation of person and place in the student's mind; to review early settlement and places involved.
- Teacher lists on the chalkboard places connected with early settlement of the United States.
- Divide the class into two groups. Tell the students they are going to have a contest by matching the correct name with the place.
- Allow two points for each correct matching. Deduct two points for each error.
- Allow one extra point if a student can tell and interesting fact about the person or group being matched.
- The first group with 21 points wins.
- Example:

William Penn	Pennsylvania
William Bradford	Plymouth
Quakers	Pennsylvania
Puritans	Massachusetts

Suggested Monitoring Procedures

Have students verbalize the contributions made by the immigrants, colonists and pioneers.

Have students match the name of the group with their contribution.

Possible Resources

Filmstrips:
Jamestown: The Settlement and Its People, EBE

Children's Stories of Famous Americans, EBE
Quest for Equality, EBE

School library
Public library
Bookmobile

U.S. wall map

Audio Tapes:
Cowboy Songs - Music of the Lone Prairie, (#024303), ESD 121
The Westward Thrust, (#044154) ESD, 121

District Resources

Suggested Activities: Grade(s) 3

- Variation: This could be a seatwork lesson. It could be used as a map study with the students pointing out the locations.

Title: Rocket Contest
Group Size: entire class
Materials: large rocket (use overhead projector to project rocket slip and trace around it), paper, paints for student's individual rockets, small silver and large gold stars.

Procedures:

- Teacher explains the Rocket Contest to class. "We are going to use these rockets to see who can blast off and reach the stars. Each day this week we will answer questions about the contributions immigrants made to the development of the land. Each time you have a perfect score you may put a silver star on your rocket. If you have a perfect score all week you may put a gold star on your rocket."
- Sample questions: (May be given orally or written.)
  1. Why did the immigrants colonize?
  2. How did they use the land?
  3. Why did they leave their native lands?
- Variation: Use covered wagons going west.

Suggested Monitoring Procedures

Have students list contributions of immigrants to the land.

Possible Resources

Texts
Reference books

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 3

Student Learning Objective(s) The student knows that technology and the industrial revolution affected the use of the land and increased production.

State Goal 4

District Goal

Program Goal 5

Related Area(s)

Suggested Activities: Grade(s) 3

Title: Frontier of a City
Group Size: small groups
Materials: paper, pencil

Procedures:

- Have the students draw pictures of a city scene. Have them put things in the picture that don't belong, such as a farmer plowing a field in the middle of a city street.
- The students exchange drawings and try to find what is wrong in the drawings.
- The idea is to mix rural things in with urban surroundings.

Title: Assembly Line
Group Size: entire class
Materials: paper, cardboard, paper fasteners, punch lettering pens, ink, rubber cement, pictures of factories and workers

Procedures:

- The purpose of this activity is to show how assembly line methods speed production and to demonstrate that work can be done faster when one practices the same movements over and over.
- Teacher helps the students set up an assembly line as follows:
  "Let's see just how an assembly line works. We are going to make booklets about the different types of factories and what they produce and we can form our books by using an assembly line.
  Each of you will be responsible for one job on every

Suggested Monitoring Procedures

Have students make a chart identifying the effects of industry and technology.

Have students list some ways in which the automobile has affected our nation.

Possible Resources

Books:
Spark, Mary M. Roy, Educational Service
America Moves Forward, Gerald Johnson, Morrow

Films:
The Factory, Baily Film Assoc.
Cities and Manufacturing, McGraw-Hill
Cities and Commerce, McGraw-Hill

Magazines

District Resources

Suggested Activities: Grade(s) 3

Suggested Monitoring Procedures

Possible Resources

book. The materials will start at one end of the line and will be the finished product when they reach the other end of the line."

- Place the desks in a row with the necessary working materials in front of the workers. Pass the materials to the right.

Title: Products
Group Size: entire class
Materials: magazine pictures, yarn

Procedures:

- The teacher begins the discussion by asking: "What are some of the products that are grown in our country?"
- Teacher lists the answers on the board.
- Teacher has collected pictures of different things which are made from products grown in this country.
- Teacher then says to students: "Each of you will have a chance to place one of the pictures next to the product from which the object is made." Example: A picture of a dress or piece of fabric would be placed next to "cotton plant" or a picture of lumber next to "trees."
- Variation: A contest or game may be played using this activity. The teams would receive a point for each correct placement.
- The pictures may be placed on the board with yarn to attach them from the product to the use and used as quiet activity for the learning corner.

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 3

Student Learning Objective(s) The student knows that in the United States the cultural background of many of the immigrants influenced the way they used the land.

State Goal 3,6

District Goal

Program Goal 5

Related Area(s)

Suggested Activities: Grade(s) 3

Title: Cultural Contributions
Group Size: entire class, individuals
Materials: reference books

Procedures:

- Teacher has each student write a story on how he/she learned to do something at home (plant a garden, cook something, fish, build something).
- Teacher related this activity to the immigrants and how they influenced the way things were done. Each group brought its own way of doing things. Example: Italian wine growers in California, Scandinavian fishermen, Greek sponge divers, Pennsylvania Dutch (German) farmers in Pennsylvania, Japanese truck farmers, Basque sheepherders.

Title: Immigrants' Contributions
Group Size: small groups
Materials: Yarn, large map of U.S.

Procedures:

- Refer to activity above. Have students draw pictures of grapes, fish, sponges, anything to pictorialize the contribution of the immigrants.
- Have students connect the picture with the appropriate part of the country where the immigrants settled. (Example: Greek sponge divers in Florida.)

Suggested Monitoring Procedures

Have students match the cultural group with the influence on the land.

Have students illustrate the cultural influences of several countries on land development in the United States.

Possible Resources

Books:
Spark, Mary M. Roy, Educational Services

Films:
Cities and Geography, McGraw-Hill
Cities and History, McGraw-Hill

U.S. map
special guest speaker

Audio Tape:
A Nation of Immigrants (#137002) ESD, 121.

District Resources

Suggested Activities: Grade(s) 3	Suggested Monitoring Procedures	Possible Resources

Title: Recipe Booklet
Group Size: entire class
Materials:

Procedures:

- Have students collect recipes that they know come from another culture (Swedish pancakes, German sauerkraut, Tacos, Chow Mein, etc.)
- Have the students choose a dish to prepare either at school as a group project or at home, bringing it to school to share with classmates.

Title: Visit to a Bakery
Group Size: entire class
Materials:

Procedures:

- Visit a baker with a particular cultural influence (Danish, German, Swedish, French, etc.)
- Have the students identify the type of goods that are particular to the baker visited.
- Contrast to bakeries found in supermarkets.

District Resources

Suggested Objective Placement 3

Student Learning Objective(s) The student knows that the life of early Americans was tied closely to the land and its resources.

State Goal 3.4

District Goal

Program Goal 5

Related Area(s)

Suggested Activities: Grade(s) 3

Title: Early American Life
Group Size: small groups
Materials: see below

Procedures:

- Teacher divides class into three or more groups. Each group works on one aspect of early American life:
  - Group A: Make candles or Indian crafts (beadwork, etc.), butter churning
  - Group B: Make models of shelters (teepees, log cabins, Indian long house--use Lincoln logs)
  - Group C: Collect pictures or make drawings of clothing and collect materials (or draw) used to make such clothing (deer hide, buffalo, raccon fur, muslin, etc)
  - Group D: Food sources
  - Group E: Outfit a wagon for wagon train.

Suggested Monitoring Procedures

Have students list ways in which natural resources were used.

Have students match a list of items with the correct natural resource.

Possible Resources

Resource person to come in and demonstrate weaving, spinning, candle making, etc.

Visit a museum

Books:
The Bears on Hemlock Mountain, Alice Dalgliesh
Scribner
From the Eagle's Wing,
Hildegarde Swift, Morrow

Films:
Indian Family of long Ago,
Britannica
Our Productive Resources,
Barr

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources
517		518

SMALL SCHOOLS PROJECT

Suggested Objective Placement 3

Student Learning Objective(s) The student knows that government played a role in systematically using the land in order to meet the needs of the people.

State Goal	4,7
District Goal	
Program Goal	5,6

Related Area(s)

Suggested Activities: Grade(s) 3	Suggested Monitoring Procedures	Possible Resources
Title: Written or Oral Reports Group Size: individual or small group Materials: reference books, library materials Procedures: . Discuss governmental projects that have influenced land development. . Have students select one for a written/oral report. (Could be done in small groups).	Have students tell ways in which our government has aided in the development of the land. The student matches a specific project with its purpose.	School library Public library Bookmobile Ross Dam Tour Grand Coulee Dam Tour
Title: Resource Person Group Size: entire class Materials: Procedures: . Invite a speaker from a governmental agency to come to the class. (Example: National Parks, P.U.D., Department of Natural Resources, Department of Interior.)		Films: Cities and Utilities, McGraw-Hill Cities and Government, McGraw-Hill Cities and Communication, McGraw-Hill District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

TEACHER RESOURCE MATERIALS

I. HOW SETTLERS CHANGED THE LAND

1. They helped drive away and slaughter the bison herds.
2. They killed the deer and the elk.
3. They killed the birds or drove them away.
4. They cut many trees.

II. THE RAILROAD HELPED BUILD AMERICA

A young man by the name of Frithjof Meidell who came in this country from Norway wrote to his mother in Norway and told her how the railroad helped to build American and expand it westward. Below are his own words:

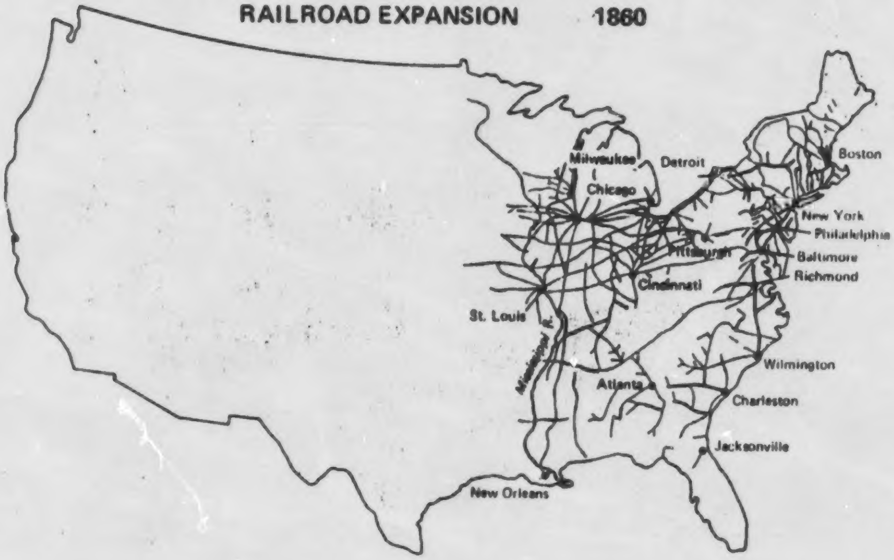
> Here in America it is the railroads that build up the whole country. Because of them the farmers get wider markets and higher prices for their products. They seem to put new life into everything. Even the old apple woman sets off at a dogtrot when she hears that whistle to sell her apples to the passenger. Every ten miles along the railways there are stations, which soon grow up into towns. "Soon," did I say? I should have said "immediately," because it is really remarkable how rapidly the stations are transformed into little towns.

(From Marion and Howard Brady's Idea and Action in American History. Englewood Cliffs, New Jersey: Prentice-Hall, 1977, p. 207.)

The first locomotive (a steam engine that could push and pull) was first tried on a 13 mile track on August 18, 1830. It was brought to the United States from England.

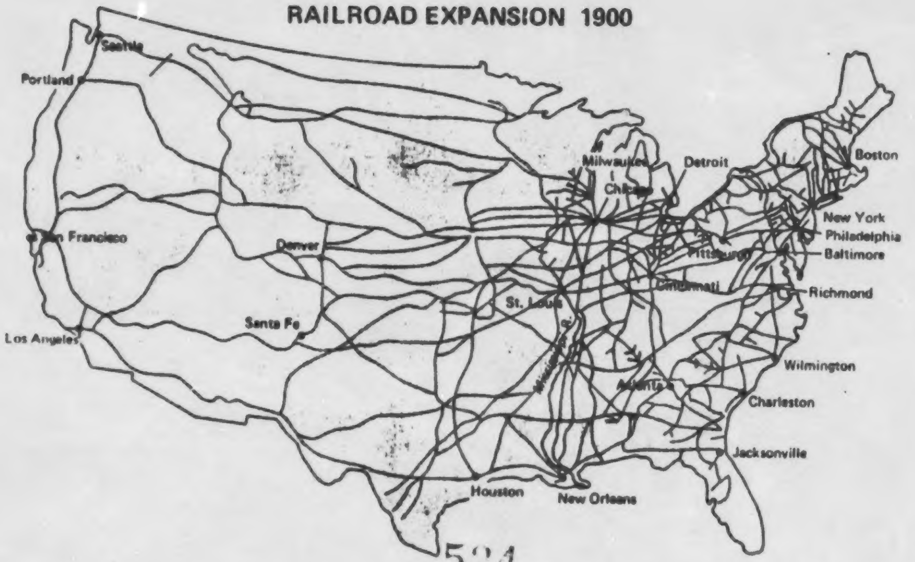
III. THE RAILROAD MOVES WEST

The two maps below show how the railroad expanded between 1860 and 1900. How did that expansion change the use of the land?



RAILROAD EXPANSION 1860

Milwaukee
Chicago
Detroit
Boston
New York
Philadelphia
Pittsburgh
Baltimore
Richmond
Cincinnati
St. Louis
Mississippi R.
Wilmington
Atlanta
Charleston
Jacksonville
New Orleans



RAILROAD EXPANSION 1900

Seattle
Portland
Milwaukee
Chicago
Detroit
Boston
New York
Philadelphia
Baltimore
San Francisco
Denver
Pittsburgh
Cincinnati
St. Louis
Richmond
Santa Fe
Los Angeles
Mississippi R.
Wilmington
Atlanta
Charleston
Jacksonville
Houston
New Orleans

524

BEST COPY AVAILABLE

IV. RAILROAD EXPANSION IN MILES

Year	Miles
1830	20
1840	2,820
1850	9,020
1860	30,630
1870	52,920
1880	93,260
1890	166,700
1900	192,560

MAJOR FUNCTIONS OF THE RAILROAD

1. Tied cities with the farm land.
2. Tied city with city.
3. Cities moved from harbors and rivers to anywhere people wanted.

ADVANTAGES OF RAILROADS OVER OTHER TRANSPORTATION

1. Moves large loads.
2. Moves faster than boats or horses.
3. Moves during winter (canals freeze).
4. Can cross hills, valleys, rivers, deserts. . .

V. OTHER TECHNOLOGICAL INVENTIONS THAT AFFECTED THE USE OF THE LAND AND INCREASED PRODUCTION

Cotton Gin - Invented in 1793 by Eli Whitney, the cotton gin helped separate the fibers from the seed hundred times faster than by hand. This increased the production of cotton.

Spinning Machine - Developed by Samuel Slater in 1791, the spinning machine helped spin cotton fiber into thread. This machine increased the textile factories.

Power Loom - The first power loom was built around 1814 and helped weave thread into cloth much faster than by hand. By 1840 there were 4,000 power looms operating in the United States.

Reaper - Developed by Cyrus Hall McCormick in 1834, the reaper helped harvest wheat 20 times faster than by hand.

VI. IMMIGRATION

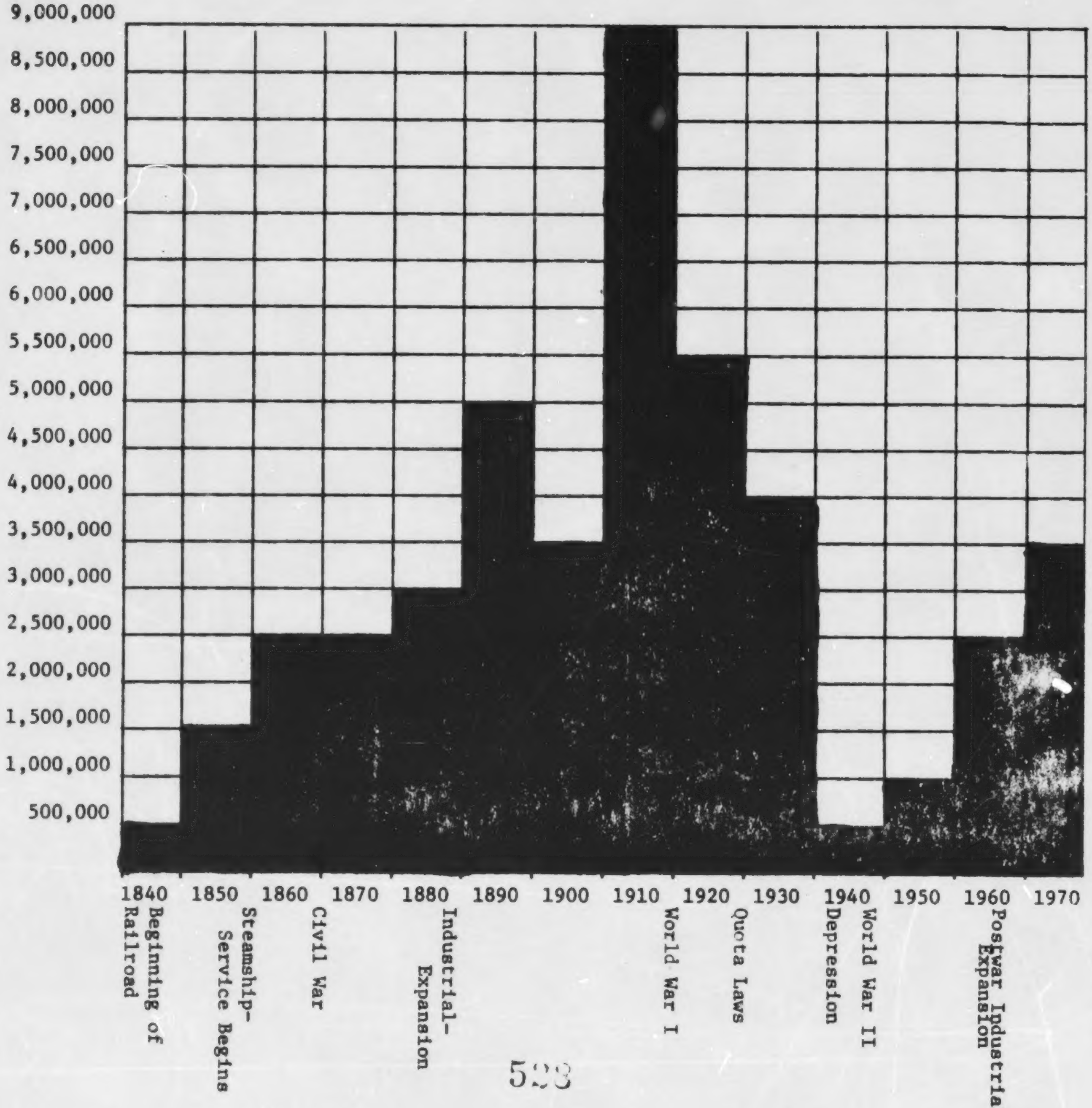
The following statement is found in Compton's Encyclopedia (1975), p. 1-56 and 57:

By 1780 the estimated colonial population was about 2,780,000. After 1820, when the official count of immigration began, the number of immigrants increased until by 1830 the arrivals numbered more than 20, 000 each year. Immigration continued a general upward trend with the average immigration climbing from 60,000 in the 1831-40 decade to 260,000 in the 1851-60 decade. Sturdy German farmers swarmed into Illinois, Wisconsin, and Missouri as early as 1830, when land sold at $1.25 an acre. Norwegions and Swedes followed them during the next few decades, and many of them found new homes . . . in Minnesota, the Dakotas, and Wisconsin.

Famine in Ireland in the early 1840's . . . caused the death of thousands from privation. American relief ships sent to Ireland with food returned with immigrants. These newcomers settled first in New York City and Boston, Mass. Some furnished unskilled factory labor. Others drifted west with construction gangs . . .

At first, the United States held out open arms to the strangers. There were canals to be dug, railroads to be built, minerals to be mined, forests to be cut, farmlands and prairies to be cultivated, industrial plants to be manned.

VII. IMMIGRANTS ARRIVE IN THE UNITED STATES TO WORK THE LAND AND IN INDUSTRY



VIII. HOW AGRICULTURE HAS CHANGED

1. Up to 1850 farmers owned their own land and just about everyone worked on the farm.
2. Industrialization took the people away from the farms and farmers did not have enough help.
3. Industry developed machines to do the work on the farms.

IX. GOVERNMENT HELPS PEOPLE ACQUIRE LAND

The following paragraph is found in Melvin Schwartz and John R. O'Connor's The New Exploring American History, (New York: Globe Book Company, 1974), p. 255:

The railroads brought people to the plains in search of farmland. The plains were once thought to be worthless. Now it was found that the dry lands west of the Mississippi were some of the best wheat lands in the world. Farmers were encouraged to move west by the new land policy of the national government. Under the Land Act of 1785, a farmer could buy 640 acres of land for as little as one dollar per acre. However, this was more than the average farmer could buy and work. In 1820 the farmer was able to buy eighty acres at $1.25 per acre. Even this was too expensive and the west demanded free land to attract settlers. In 1862, the government passed the Homestead Act, which provided 150 acres of free land to any citizen who would farm it for five years.

SMALL SCHOOLS PROJECT

SUBJECT: Social Studies

SPECIFIC AREA: Our Land--In Our World

	Page	Suggested Grade Placement	District Placement				
			K	1	2	3	4
The student knows:							
. that people use the land to meet their need for recreation.	273	3					
. that people use the land to meet their need for food.	275	3					
. that people use the land to meet their need for natural resources.	277	3					
. that the type of climate influences the way the land is used.	279	3					
. that in some areas the land resources influence the work people do.	281	3					
. that the level of technology influences the way the land is used.	283	3					
. that our nation is one of the largest nations in the world.	285	3					
. that our nation is one of the leading nations in the world.	287	3					
The student is able to:							
. identify several natural resources found within the land and describe how these natural resources benefit the lives of people.	277	3					
. compare the different uses of land within the following regions: Wetlands, deserts, forests, mountains.	279	3					
. compare the technology of an underdeveloped country (e.g., India) to a developed country (e.g., U.S.) as it affects land usage in each country (hand plow v. tractor).	283	3					
. identify the largest nations in the world (Russia, Canada, China, U.S., India).	285	3					
. identify some of the leading nations of the world.	287	3					
The student values:							
. the need to care for land as a source of recreation.	273	3					

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OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER ______________

SMALL SCHOOLS PROJECT

Suggested Objective Placement 3

Student Learning Objective(s) A. The student knows that people use the land to meet their needs for recreation. B. The student values the need to care for land as a source of recreation.

State Goal	9
District Goal	
Program Goal	2

Related Area(s)

Suggested Activities: Grade(s) 3

Title: Picture Books
Group Size: small or large
Materials:

Procedures:

- Have the students collect pictures of different kinds of recreation. Tell them to look for as many different kinds as they can find. Label the books: Our Land--Provides Fun.

Title: Recreation in 3-D
Group Size: small or large
Materials: pipe cleaners, paper

Procedures:

- Have students make pipe-cleaner figures of students engaged in various recreational activities. Fasten them to sheets of paper on which appropriate background scenery has been drawn (wall mural).

Title: Game: I'm Going To
Group Size: small or large
Materials:

Procedures:

- To play the game, have the students form a circle and sit on the floor. One student starts the game by saying, "I'm going----(pantomime area) and I'll take with me---(pantomime skis).
- The student who guesses first gets to pantomime next. (Each student should tell the teacher first what area and equipment, so she can guide the activity.)

Suggested Monitoring Procedures

Have students list ways in which the land is used for recreation.

Have students list ways in which he/she personally uses the land as a source of recreation.

Possible Resources

Magazines

Readaloud Books:
The Big Wave, Pearl Buck, John Day
The Dead Bird, Margaret W. Brown

Films:
Cities and Recreation - Places We Play, McGraw-Hill

Resource People:
Sports shop operators
Golf pros
Swimming instructors
Skiing instructors

District Resources

Suggested Activities: Grade(s) 3

Suggested Monitoring Procedures

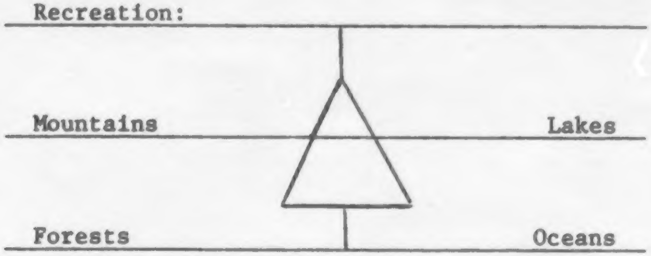
Possible Resources

Title: Seasonal Wall Chart
Group Size: small or large
Materials:

Procedures:

. Teacher prepares a wall chart for recreational activities in the area. The students paste pictures of people engaged in recreational activities under the correct time of year.

Title: Different Offerings at Recreational Areas
Group Size: small or large
Materials: worksheet with following chart:



Procedures:

. Students are to fill in the designated areas with people doing their thing! It may be pictures drawn or cut from magazines.

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 3

Student Learning Objective(s) The student knows that people use the land to meet their need for food.

State Goal	4
District Goal	
Program Goal	4

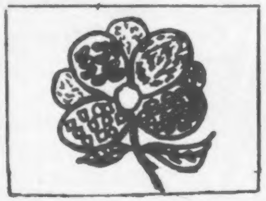
Related Area(s)

Suggested Activities: Grade(s) 3

Title: Grain pictures
Group Size: small or large
Materials: paper, grains

Procedures:

- Students make a collection of pictures and samples of grains, etc., from farms (wheat, oats, corn, barley).
- Art idea: Grain pictures - use different grains and lentils to create a picture. Fill in flower with corn, beans, peas, etc.



Title: Bake-In
Group Size: small or large
Materials:

Procedures:

- Have a "bake-in" to show uses of different types of flour (ties into first activity).

Title: Matching Game
Group Size: small group
Materials: flannelboard, pictures

Procedures:

- In one column on the flannelboard place pictures of different foods. Have the students arrange the pictures in the first column to correspond with the appropriate resource.

Suggested Monitoring Procedures

Have students list ways in which the land is used for growing food.

Possible Resources

Books:
The First Book of Supermarkets, Jeanne Bendick
Meat from Ranch to Table, Walter Buehr
Change for Children - Ideas & Activities for Individualizing Learning, Goodyear

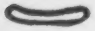
Film:
Cities & Shopping - Where We Get Our Food, McGraw-Hill

District Resources

Suggested Activities: Grade(s) 3

Suggested Monitoring Procedures

Possible Resources

	Foods	Resource
bread		grain
sausage		pig
spaghetti		grain

Title: Game: Find the Source
Group Size: two to four players
Materials: cards with food and animal pictures

Procedures:

- Deal four cards to each player.
Place the other cards in a stack face down.
The first player asks any other player for the match to a card he holds. (Example: If you have a cow, ask for milk)
If the first player doesn't get what he asks, he must draw from the stack.
The winner is the person with the most pairs.

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 3

Student Learning Objective(s) A. The student knows that people use the land to meet their needs for natural resources. B. The student is able to identify several natural resources found within the land and describe how these natural resources benefit the lives of people.

State Goal 4
District Goal
Program Goal 7

Related Area(s)

Suggested Activities: Grade(s) 3

Title: Jigsaw Puzzle
Group Size: individual
Materials: as noted

Procedures:

- The student selects a picture of a natural resource. These pictures may be enlarged and backed with cardboard. Cut into several jigsaw pieces, keeping the parts of each resource (forest, water, minerals) in separate envelopes. Distribute the envelopes to the students.
- When they have completed the puzzles, ask a volunteer to name the natural resource and tell and important fact about it (this could be written).

Title: Creative Thinking and Drawing
Group Size: individual
Materials: art paper, crayons, etc.

Procedures:

- Help each student to design his/her ideal park.

Title: Foldout Pictures
What Natural Resources I Value Most
Group Size: small groups
Materials: paper, cardboard, crayons, paints

Procedures:

- Teacher and students discuss their need for natural resources and conservation of these resources.

Suggested Monitoring Procedures

Have students list several natural resources.

Have students list several ways in which natural resources benefit him/her.

Possible Resources

Films:
Our Productive Resources, Barr
Your Friend, The Soil, Britannica
Your Friend, The Water, Britannica

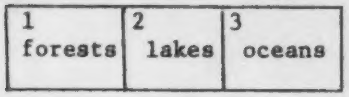
Visit:
A Dam, Forest Reserve, Mine

Kit:
Your and Your World, SRA

District Resources

Suggested Activities: Grade(s) 3

- Students are instructed to select three natural resources that they value the most and illustrate in a foldout picture.


1
forests
2
lakes
3
oceans

Suggested Monitoring Procedures

Possible Resources

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 3

Student Learning Objective(s) A. The student knows that the type of climate influences the way the land is used. B. The student is able to compare the different uses of land within the following regions: Wetlands, Deserts, Forests, Mountains.

State Goal 4
District Goal
Program Goal 7

Related Area(s)

Suggested Activities: Grade(s) 3

Title: Comparing Regions
Group Size: small or large
Materials: chart paper, reference materials

Procedures:

- Have the class divide into groups with each group taking a region (West, East, Middle West, South, etc). They should identify land use in their region, listing climate, topography and general uses of the land.
- On a large chart put all the regions together showing differences and similarities.

Title: Mural
Group Size: small group
Materials: crayons, tempera paint, chalk, water color, finger paint

Procedures:

- Students design a mural depicting the different land uses in wetlands, deserts, forests, mountains.

Wetlands	Deserts	Forests	Mountains

Title: Who Am I?
Group Size: partners
Materials: prepare cards with pockets as shown in diagram:

Suggested Monitoring Procedures

Have students list the four major climatic regions.

Have students compare land uses of each region to its climate, e.g., wetlands, deserts, forests, mountains.

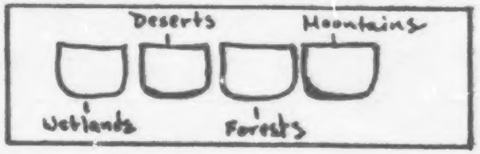
Possible Resources

Films:
Living in Tropical Rain Forest
Communities in Cold Lands, EBE
Living in the Desert, EBE
Living in Western Coastal Lands, EBE
Living on Plains, EBE
Living in Mountains, EBE

Filmstrips:
Regions of the U.S. The Great Plains, EBE
Regions of the U.S. The Pacific N.W., EBE

District Resources

Suggested Activities: Grade(s) 3


Deserts
Mountains
Wetlands
Forests

Procedures:

- Write a description of a region on a card and put it in a pocket.
- The partner reads the card and puts it in the correct pocket. If he/she misses, the partner gets to draw.
- Score points for the number correct.

Suggested Monitoring Procedures

Possible Resources

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 3

Student Learning Objective(s) The student knows that in some areas the land resources influence the work people do.

State Goal	4
District Goal	
Program Goal	3

Related Area(s)

Suggested Activities: Grade(s) 3

Title: Guests in the Classroom
Group Size: individual, entire class
Materials:

Procedures:

- Have students conduct a series of interviews with the workers in your own local area.
- Students should interview based on the following criteria: (a) What does the person do, (b) In what environment does he/she work, and (c) What training or education does the worker need to do the job.
- Have these people come into the classroom and share what they do and how they do it (farmers, forestry personnel, utility personnel, fishing people).

Title: Mural
Group Size: small group
Materials: butcher paper, paints, etc.

Procedures:

- Discuss land-related resources in the local area, region or state and how this has influenced the work people do.
- Divide the class into groups to develop a mural based on jobs people do related to the land. Have students sketch their ideas on sections of a mural before painting them.

519

Suggested Monitoring Procedures

Have students list the relationship between work roles and development of land.

Have students list three jobs people do related to the land and identify what the worker does, in what environment and what training or skill is needed.

Possible Resources

Books:
Eric Plants a Garden, Jean Heedlow
I Want To Be A Forester, Eugene Baker

Filmstrip:
Food For Big City, Eye Gate
Big City, U.S.A., Eye Gate
Fathers Work, Filmkare Products

Workers in local community

District Resources

550

Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Possible Resources
		District Resources

551

552

SMALL SCHOOLS PROJECT

Suggested Objective Placement 3

State Goal	4
District Goal	
Program Goal	7

Student Learning Objective(s) A. The student knows that the level of technology influences the way the land is used. B. The student is able to compare the technology of an underdeveloped country (India) to a developed country (U.S.) as it affects land use in each country (hand plow v. tractor).

Related Area(s)

Suggested Activities: Grade(s) 3

Title: Comparative Study
Group Size: entire class
Materials:

Procedures:

- Teacher brings into classroom pictures of farmers from India or Viet Nam tilling the soil.
- Teacher conducts a comparative study of the plow verses tractor, etc., hand labor verses machinery, etc.
- As a follow-up activity, have each student take a sheet of paper and fold into fourths. Instruct them to draw a picture in space one showing how the farmer in India prepares the soil for planting. In space two, draw a picture showing a farmer in Kansas preparing the soil for planting. Continue until all four spaces are filled.

Title: Picture Books
Group Size: small group or individual
Materials: pictures, paper, paste, scissors

Procedures:

- The students collect pictures of machines that make farm work easier and more productive. They also collect pictures of hand plow, horse, etc.
- They construct a comparative study using pictures, e.g., oxen v. tractor.

Suggested Monitoring Procedures

Have students match the types of tools or equipment used in the U.S. as compared with several foreign countries.

Have students describe ways that technology has influenced the way the land is used.

Possible Resources

Films:
Machines That Help the Farmer, Bailey Film Associates
The Factory, Bailey Film Assoc.
Sheperd and His Sheep, Frith

Study Prints:
Regions and Special Needs, Laidlaw

One World/The Community, Geppert

Visit a large wheat farm
Weyerhaeuser

District Resources

Suggested Activities: Grade(s) 3

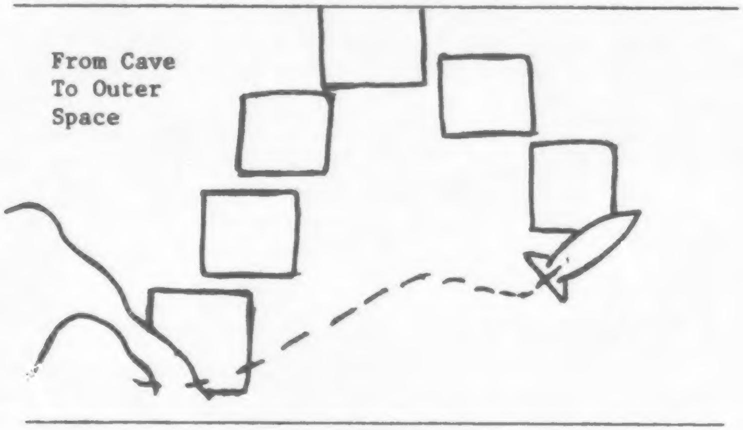
Title: From Cave to Outer Space
Group Size: small groups or individual
Materials: crayons, chalk, water colors, tempera, finger paint

Procedures:

- Students are to show in a series of pictures what changes took place in our society from early man to the 20th. Century. The students should choose one of the following areas to illustrate:

  Communication
  Transportation
  Land Development
  Industrialization
  Education
  Science/Research

Note: The picture frames are only suggestions for a progression series.



Suggested Monitoring Procedures

Possible Resources

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 3

Student Learning Objective(s) A. The student knows that our nation is one of the largest nations in the world. B. The student will be able to identify the largest nations in the world (Russia, Canada, China, U.S., India).

State Goal	3.5
District Goal	
Program Goal	7

Related Area(s)

Suggested Activities: Grade(s) 3

Title: Identifying Large Nations
Group Size: entire class
Materials: world map, atlas, encyclopedia, almanac

Procedures:

- On a map of the world, have students identify the largest nations of the world. Teacher can ask:
  "Who can name one of the largest nations in the world?"
  "Who can find it on the world map?"
  "Now, who can name another one?" etc.
- Give students outline maps and have them label the largest nations on the maps and color them.
- Note: The teacher may want to set a specific number to identify.
- Variation: Have students compare the largest nations they have selected by population.

Rank By Geographical Size	Nation	Rank By Population
	USSR	
	China	
	etc.	

Suggested Monitoring Procedures

Have students identify on a map some of the largest nations (including the U.S.)

Given a list of the ten large nations, have students identify the five largest nations.

Possible Resources

World map

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources
		580
559		

SMALL SCHOOLS PROJECT

Suggested Objective Placement 3

Student Learning Objective(s) A. The student knows that our nation is one of the leading nations in the world. B. The student will be able to identify some of the leading nations of the world.

State Goal	3,5
District Goal	
Program Goal	7

Related Area(s)

Suggested Activities: Grade(s) 3

Title: Leading Nations
Group Size: entire class
Materials: newspapers, magazines

Procedures:

- Have the students brainstorm ideas on what makes a leading nation. Accept all ideas and list them on the chalkboard. Group the ideas after brainstorming. Some suggested groups are as follows:
  - Defense
  - Economics
  - Standard of Living
  - Stable Government
  - Natural Resources
  - Commerce & Trade
  - Industrailization
  - Educational System
- Divide the students into groups and assign a leading nation to each group. Have the groups identify as many of the criteria listed above to support the position that the nation assigned is a leading nation.

Title: What Makes A Nation Great?
Group Size: small or large
Materials: newspapers and magazines

Procedures:

- Use an outline map of the U.S.
- Project on wall for students to trace around.
- Cut from newspapers and magazines WORDS that describe greatness (power, money, industry).

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Suggested Monitoring Procedures

Have students list the criteria for a leading nation.

Have students point out on map some of the leading nations in the world.

Possible Resources

One World/The Community Discussion Picture Programme for Elementary Social Studies, Year 3, Denoyer Geppert

Filmstrips:
The United States - A World Leader, EBE
The United Nations - A World Forum, EBE
The United States Capitol, EBE
The Supreme Court, EBE

Kit:
You and Your World, SRA

District Resources

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Suggested Activities: Grade(s) 3

Suggested Monitoring Procedures

Possible Resources

Title: Proud Whip
Group Size: entire class/small groups
Materials: none needed

Procedures:

- Have the students sit in a circle.
- The teacher stands in the center and points in turn or at random to a student in the circle. (With younger students, it is helpful to touch them.)
- The student pointed to stands, give his/her name and tells why he/she is proud to live in the United States: "I'm proud that I live in the United States because___________________________."
- When student has finished, say "Thank you."
- A student has the option of remaing silent.
- Give the students time to reflect on their answers.
- Teacher might begin the exercise by stating why he/she is proud to live in the United States.

District Resources

SMALL SCHOOLS PROJECT

SUBJECT: Social Studies

SPECIFIC AREA: Our Land--A Challenge to Man

	Page	Suggested Grade Placement	District Placement				
			K	1	2	3	4
The student knows:							
. that groups (private, citizens, businesses, state, local and national government) are working to protect the environment.	291	3					
. that a people's survival is dependent upon clean resources such as water and air.	293	3					
. that environmental problems (water, air, noise, pollution) in the cities are acute and citizen groups and government groups are working systematically toward their solution.	297	3					
. that concentrated populations in the cities result in such problems as: Housing, transportation, education, employment (work).	299	3					
. that governments have a concern regarding concentrated populations in the cities.	303	3					
. that urban renewal is a never-ending process that requires government leadership and civic cooperation.	305	3					
. that as urban areas continue to grow, their problems become more complex.	299-	3					
. that there are non-renewable resources such as oil (petroleum), natural gas and minerals.	397	3					
. that there are renewable resources such as lumber, food, people, water, soil, nitrogen, carbon.	309	3					
. that as the present resources are depleted, renewing resources and recycling old products becomes necessary.	311	3					
The student is able to:							
. evaluate present uses or abuses of the land on the basis of how they might affect the future.	293-	3					
. list several methods used in attempting to protect our environment (litter control, pollution control, noise control).	291	3					
. identify problems caused by the increase of population in the cities.	299-	3					
. identify problems caused by overcrowding in the cities.	303	3					
The student values:							
. the Earth and accepts responsibility for its preservation.	293-	3					
. the need for continual improvement of one's community.	305	3					
. the wise use of natural resources to reserve them for future use.	307-	3					

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER ____________

SMALL SCHOOLS PROJECT

Suggested Objective Placement 3

Student Learning Objective(s) A. The student knows that groups (private, citizens, businesses, state, local and national government) are working to protect the environment. B. The student is able to name/list several methods used in attempting to protect our environment (litter control, pollution control, noise control).

Related Area(s) Art

State Goal	5,7
District Goal	
Program Goal	6

Suggested Activities: Grade(s) 3

Title: Posters: Give A Hoot Don't Pollute!
Group Size: individual
Materials: poster materials, paint

Procedures:

- Students are encouraged to create their own posters conveying the message of protecting their environment.

Title: Letters to Local Paper
Group Size: individual
Materials:

Procedures:

- Let students write a letter to the local newspaper about some ecology issue (air pollution, litter, noise).
- Teacher may want to have a class project where just one letter is composed by writing the student's ideas on overhead or chalkboard.

Title: Businesses' and Industries' Needs
Group Size: small or large
Materials: copies of the yellow pages of the local telephone directory

Procedures:

- The students look through to find the kinds of businesses and industries found in their area. Have them

Suggested Monitoring Procedures

Have students list groups and what they do to protect the environment.

Have students demonstrate concern for his/her environment by picking up litter and encouraging others to do so.

Possible Resources

Books:
People Use The Earth, Silver Burdett
Principles and Practices in the Teaching of the Social Sciences, Harcourt Brace, Jovanovich.

Films:
Heritage of Splendor, Richfield
Nature Is for People, Aims
Conservation - A Job For Young Americans, McGraw-Hill
Your Friend, The Soil Keep It, Or Lose It, Britannica

Filmstrips:
The Land and Its Resources, EBE

Resource People - Environmentalist, etc.

District Resources

Suggested Activities: Grade(s) 3

Suggested Monitoring Procedures

Possible Resources

list the different ones they find.

- Discuss what materials these businesses and industries might need in order to do their work.
- Write an experience chart together using the information gathered.

Title: Industries' Effects on Environment
Group Size: entire class or small group
Materials: magazine pictures

Procedures:

- Begin a bulletin board showing the effects of industry on the environment. Let the students start collecting and drawing pictures for the display. The positive and negative effects of industrialization should be stressed.

Title: Environmental Problems and Solutions
Group Size: entire class
Materials:

Procedures:

- Invite the manager, president or public information officer from a local company to discuss ways in which industrial and commercial companies are protecting the environment in the areas of noise, pollution and litter control.
- Example of companies--telephone, light, power, paper and timber.
- Have students list problems of environment faced by commercial and industrial firms and how they are attempting to protect the environment.

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 3

Student Learning Objective(s) A. The student knows that a people's survival is dependent upon clean resources such as water and air. B. The student is able to evaluate present uses or abuses of the land on the basis of how they might affect the future. C. The student values the earth and accepts responsibility for its preservation.

State Goal	4
District Goal	
Program Goal	3

Related Area(s)

Suggested Activities: Grade(s) 3

Title: Pollution Puzzle Find Where the Pollution Word Goes

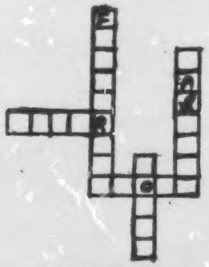
Group Size:

Materials. prepare worksheets with following puzzle

Procedures:

. Students put in correct words.

Noise
Smoke
Garbage
Factories
Paper



To Stop Pollution

"Pollution" is dirt in the air, water or land. People pollute when they throw things out of their cars, when they throw things into rivers or when lots of smoke comes out of chimneys. There are all sorts of ways people dirty our world.

Suggested Monitoring Procedures

Have the students list reasons man must preserve his environment and why it is important.

Have students select proper ways of preserving our environment from pictures or prepared list.

Possible Resources

Books:
The Little Circle, Ann Atwood
Scribner

Films:
How Air Helps Us, Coronet
The Water Says, Churchill
Our Productive Resources, Barr
Your Friend, The Water (Clean or Dirty?), Britannica
Water For All Living Things, Britannica

Filmstrips:
The Land And Its Resources, EBE
Commerce and Industry, EBE
Discovery and Development, EBE

magazines

District Resources

Suggested Activities: Grade(s) 3	Suggested Monitoring Procedures	Possible Resources

Title: Pollution Collages
Group Size: small or large
Materials: paper, magazines, newspapers

Procedures:

- Encourage students to collect pictures of various kinds of pollution. Have them make picture collages. Put the collages up on the bulletin board.

Title: Organizing Recycling Station
Group Size: small or large
Materials:

Procedures:

- Teacher initiates, organizes and aids in setting up a recycling station.
- Variation: Conduct collection drives--old papers, aluminum, glass, tin, etc.
- Students respond to littering by:
  - (a) Writing to companies requesting their empty oil drums to decorate and place either at school or in community.
  - (b) Clean up school yard.
  - (c) Clean up vacant lots.
  - (d) Clean up along roadways.

Title: Pollution Puzzle
Group Size: prepare puzzle below on worksheet

Procedures:

- Students find the words that tell what pollutes:

Can you find? Noise
Smoke
Factories
Exhaust
Garbage

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 3

Student Learning Objective(s) A. The student knows that a people's survival is dependent upon clean resources such as water and air. B. The student is able to evaluate present uses or abuses of the land on the basis of how they might affect the future. C. The student values the earth and accepts responsibility for its preservation.

State Goal 4
District Goal
Program Goal 3

Related Area(s)

Suggested Activities: Grade(s) 3	Suggested Monitoring Procedures	Possible Resources

a	b	c	d	f	g	h	i	k	e	l
m	n	v	s	a	t	u	v	w	x	v
z	k	l	m	c	N	o	s	e	h	F
g	k	l	i	t	o	m	m	m	a	m
g	k	L	i	o	i	m	o	m	u	m
p	a	p	e	r	s	w	k	o	s	s
n	c	m	s	i	e	o	e	i	t	m
a	a	a	a	e	k	l	v	w	t	x
t	t	t	t	s	N	l	o	v	e	r
g	a	r	b	A	g	e	o	f	∧	v

District Resources

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Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 3

Student Learning Objective(s) The student knows that environmental problems (water, air, noise, pollution) in the cities are acute and citizens' groups and governmental groups are working systematically toward their solution.

State Goal	4,7
District Goal	
Program Goal	3,6

Related Area(s)

Suggested Activities: Grade(s) 3

Title: Scrapbook
Group Size: individuals/entire class
Materials: paper, notebook, pictures

Procedures:
- Students make a scrapbook of newspaper and magazine articles that present pollution problems.

Title: Manmade Problems and Possible Solutions
Group Size: small or large
Materials: reference books, films

Procedures:
- The problem created by some of the ways man has chosen to use the land could be studied by the students. Water and air pollution, urban sprawl, ghetto living, depletion of forest land and building industry on agricultural land, are some problems that could be studied.
- Discuss with students how the problem was started and what could be done to solve it.
- List the responses and group them by categories.

Title: Field Trip
Group Size: entire class
Materials:

Procedures:
- Visit an area where varied types of land use can be seen.
- The Kent Valley offers an excellent example of land use change from agriculture to industry. The

Suggested Monitoring Procedures

Have students select articles from newspaper, magazine, etc., that present a pollution problem.

Have students list groups that are working toward solving pollution problems and what they are doing or attempting to do.

Possible Resources

Books:
Urban Community, Davies and Ramsey, Ames Book, Unit IV
How Americans Live, Davies and Blough, Unit III

Films:
Population and Pollution, International Film Bureau
Garbage, King Screen
Cities and History; Changing the City, McGraw-Hill
Our Land Needs Your Help, Barr

Filmstrip:
The People and Their Way of Life, EBE

Study Prints:
Regions and Special Needs, Laidlaw Bros.

magazines and newspapers

Audio Tapes:
Noise Pollution (#02810), ESD 121
Dangers of Pollution, (#02854) ESD 121
The Noise Makers, (#028405) ESD 121
I Can't Hear You, I've Got Pollution in My Ear! (#028313) ESD 121

Suggested Activities: Grade(s) 3

Suggested Monitoring Procedures

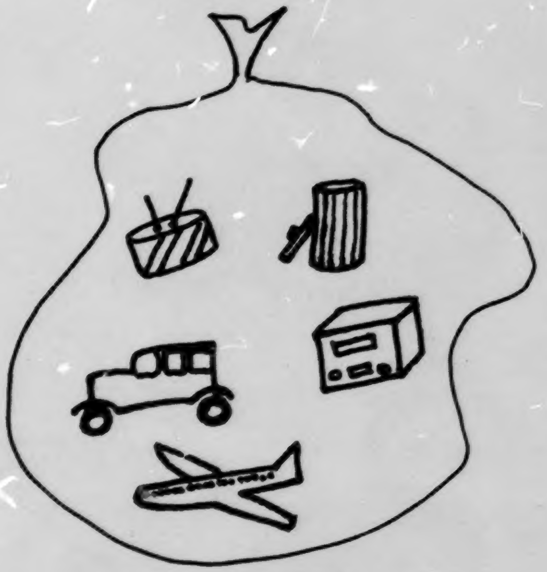
Possible Resources

Duwamish Waterway industrial area is a good example. Perhaps a trip to Sea-Tac to see the changes taking place in the land use around the area.

Title: Noise Pollution
Group Size: individual
Materials: see below

Procedures:

- Provide light-colored paper bags for students. Blow them up as if to pop them. Then stuff them with old newspaper and tie the end.
- Have students cut out newspaper words and pictures of items that contribute to noise pollution. Paste these clippings on the bags in a montage design.
- Think of other ways to develop pollution themes as a motivating activity for an ecology unit.



District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 3

Student Learning Objective(s) A. The student knows that concentrated populations in the cities result in such problems as housing, transportation, education, employment (work). B. The student is able to identify problems caused by the increase of population in the cities. C. The student knows that as urban areas continue to grow their problems become more complex.

State Goal	4,5
District Goal	
Program Goal	3,6

Related Area(s)

Suggested Activities: Grade(s) 3

Title: Traffic
Group Size: small group
Materials: as noted

Procedures:

- Students make a model of a freeway using long spaghetti. Show junctions, etc. Indicate with arrows the flow of traffic.

Title: Traffic Sign Collage
Group Size: small group
Materials: paper, crayons

Procedures:

- Have the students design and draw freeway signs. Painted signs would be effective. Create a collage for bulletin board display.

Title: Booklet
Group Size: small or large
Materials: magazines

Procedures:

- Have students collect different forms of urban transportation, past and present.
- Discuss the problems created by advanced forms of transportation.

Title: Role Playing
Group Size: small group
Materials:

Suggested Monitoring Procedures

Have students select problems of concentrated population from a prepared list.

Have students orally identify a problem of increasing population in a city.

Possible Resources

Books:
How Americans Live, Davies & Blough, Unit III
Farewell to Shady Glade, Bill Peet

Films:
Tree House, King Screen
Cities & Transportation, McGraw-Hill
Cities & Beauty, McGraw-Hill
Cities & Protection, McGraw-Hill
Cities & Suburbs, McGraw-Hill
Urban Sprawl, Barr

Filmstrips:
Types of Cities, McGraw-Hill
Man and the City, Social Studies School Service

Filmloops:
Urban Studies series, Hubbard Scientific Company

District Resources

Suggested Activities: Grade(s) 3	Suggested Monitoring Procedures	Possible Resources

Procedures:

- Let pairs of students role-play what might happen in their own home if all their relatives moved in with them. (Illustrates overcrowding of cities.)

Title: A.B.C. -- Cities Book
Group Size. entire class
Materials:

Procedures:

- Students use the newspaper to look for cities that begin with each letter of the alphabet. Example: A -- Atlanta. The student then writes a sentence telling about the City of Atlanta.

Title: Shoe Box Activity
Group Size: small group
Materials:

Procedures:

- Teacher prepares a show box with a family unit (e.g., mother, father, children).
- Discuss with students how each member may marry and thus increase the size of the family. Soon the students are able to see that the show box fills up as the family increases in size. Continue to fill up the box until it overflows.

Title: Round-Table Discussion
Group Size: small group
Materials:

Procedures:

- Have the students discuss: Why man uses land the way he does.
- Students may work in teams.

Title: People Change Environment
Group Size: entire class
Materials:

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 3

Student Learning Objective(s) A. The student knows that concentrated populations in the cities result in such problems as housing, transportation, education, employment (work). B. The student is able to identify problems caused by the increase of population in the cities. C. The student knows that as urban areas continue to grow their problems become more complex.

Related Area(s)

State Goal	4,5
District Goal	
Program Goal	3,6

Suggested Activities: Grade(s) 3	Suggested Monitoring Procedures	Possible Resources

Procedures:

- Teacher may discuss the way man changes the land to suit his needs (land fill, excavation for highways or buildings, the creation of man-made lakes or waterways).
- The students could be asked to look for examples of the way man has changed the environment in the local area.

Title: Skyline
Group Size:
Materials: newspapers--classified ad section, construction paper (black & white), felt pen or crayon

Procedures:

- Use the classified section of the newspaper to make a skyline of your city. With a black felt pen, or crayon, outline buildings and windows and doors. Mount on black construction paper. Use white paper for detail. Line each student's skyline up end to end on one classroom wall. This give the impression of a skyline across the whole room.

District Resources

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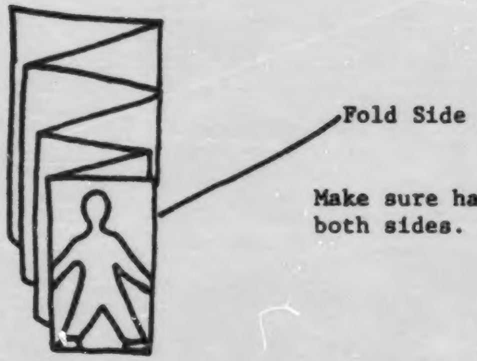
Suggested Activities: Grade(s) 3

Title: Population Exploration
Group Size: large
Materials: paper, scissors

Procedures:

- Students will fill a chalk doughnut with paper people to experiment with the concept of population and density.
- Hand out 6"x 18" strips of colored construction paper to each student. The students are to fold their paper and cut out ten people with hands attached (have people dittoed).
- Direct the students to come to the doughnut and lay their people-rows anywhere in the doughnut. The only rule is that there must be space between the people rows--they must not touch each other.



Make sure hands overlap both sides.

Suggested Monitoring Procedures

Have students list several problems that confront cities as a result of population growth.

Possible Resources

Filmstrips:
Commerce and Industry, Encyclopedia Brittanica Educational Corp.
Man and His Resources, Brittanica
The House of Man, Brittanica
Our Crowded Environment, EBE

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 3

Student Learning Objective(s) A. The student knows that governments have a concern regarding concentrated populations in the cities. B. The student is able to identify problems caused by overcrowding in cities.

State Goal	4,5
District Goal	
Program Goal	3,6

Related Area(s)

Suggested Activities: Grade(s) 3

Title: Letter Writing
Group Size; individual or small
Materials: paper, pencils

Procedures:

- Have students write a letter to a friend as if in an overcrowded city, explaining some of the problems you are experiencing.

Title: Role Playing Mayor
Group Size: small or large
Materials:

Procedures:

- Have student pretend he/she is Mayor of his/her town encourage citizens to meet together to solve some of the city's problems?
- (Plan of action: Meeting in the park to discuss the city's recreational needs, etc.)

Title: Resource Person
Group Size: entire class
Materials:

Procedures:

- Invite city official (Mayor, councilman, etc.) to talk with students about housing problems in their city or community.
- Have students role-play to identify problems and how they would attack the problems.

Suggested Monitoring Procedures

Have students tell of a way government shows its concern for overpopulation.

Have students list some problems caused by overcrowding in a city.

Have students select problems caused by over-crowding from a teacher-prepared list.

Possible Resources

Book:
How Americans Live, Davies & Blough, Unit III
Farewell to Shady Glade, Bill Peet

Films:
Tree House, King Screen
Cities & Transportation, McGraw-Hill
Cities & History, McGraw-Hill
Cities & Commerce, McGraw-Hill
Cities & Shopping, McGraw-Hill

Filmstrip:
Types of Cities, McGraw-Hill

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 3

Student Learning Objective(s) A. The student knows that urban renewal is a never-ending process that requires government leadership and civic cooperation. B. The student values the need for continual improvement of one's community.

State Goal	4,5,7
District Goal	
Program Goal	3,6

Related Area(s)

Suggested Activities: Grade(s) 3

Title: City Government Simulation
Group Size: entire class, small groups
Materials:

Procedures:

- Have students form a city government, electing a Mayor, City Council, etc., which will then organize to clean up the playground, vacant lot, park, etc.
- (Example: Mayor appoints certain people to clean specific areas or do specific jobs. Some pick up litter, some transport to garbage cans or dumpster. Perhaps there is a vacant lot the students could get permission to clean up.)

Title: Cleanup-Fixup Poster
Group Size: individual
Materials: poster paper, crayons, paints

Procedures:

- Student designs a Cleanup-Fixup Poster that encourages the citizens of their community to clean up and fix up around their homes (clean up yards, etc.)

Title: Field Trip
Group Size: entire class
Materials:

Procedures:

- Contact the Mayor, City Manager, etc., and identify a renewal project and get permission for a field trip. Have a government agency tell students about the project, its purpose, cost and cooperative agencies.

Suggested Monitoring Procedures

Have students list several urban renewal projects and their value to the community.

Have students list ways in which they could be involved.

Possible Resources

Books:
People and Places, Margaret Mead World
Wild Green Things In the City, Dowden

Films:
Cities and Government - Governing Our Local Community, McGraw-Hill
Cities and Protection, McGraw-Hill
Cities and Suburbs, McGraw-Hill

Audio Tape:
The Renewal of Our Cities, (#036205), ESD 121

District Resources

Suggested Activities: Grade(s) 3	Suggested Monitoring Procedures	Possible Resources
. Discuss with students the major parts of renewal and its value in improving the community and the role of government in such efforts (local, state and national).		
		District Resources

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SMALL SCHOOLS PROJECT

Suggested Objective Placement 3

Student Learning Objective(s) A. The student knows that there are non-renewal resources such as oil (petroleum), natural gas and minerals. B. The student values the wise use of natural resources to preserve them for future use.

State Goal	4
District Goal	
Program Goal	3,5

Related Area(s)

Suggested Activities: Grade(s) 3

Title: Goin' Fishin'
Group Size: entire class
Materials:

Procedures:

- Divide class into two teams. Each student "goes fishing" by lowering magnet into the box filled with picture cards. When the student "catches" a card, he/she looks at the picture and tells which source of energy powers the object or is used in making the object.
- Teacher: "Is this a non-renewable or renewable resource?" If student answers correctly his/her team gets a point. The team with the most points wins.
- Suggestions for energy card pictures:
  Gas stove (gas)
  Potbellied stove (coal)
  Air-conditioner (electric)
  Car (oil)
  Airplane (oil)
  Bus (oil)
  Toaster, TV, Washing machine (electric)
  Paint, record (coal)
  Plastic containers, shirt, blanket (gas-oil)

Title: Mobile
Group Size: individual
Materials: art supplies

600

Suggested Monitoring Procedures

Have students list the non-renewable resources and ways in which to preserve them for future use.

Possible Resources

National Science Teachers Assoc. (NSTA) 1975 - Energy-Environment Mini-Unit Guide. "Color Us Energy Users", Primary Packet: Activities include: Pictorial Inventories, Picture Books, Energy Stamps, and Energy Games.

Energy Ant Acticity Packet - Federal Govt. (Free)

American Gas Assoc. Educ. Service, 1515 Wilson Blvd.
Arlington, Va. 22209

Free Material: #N00170 "Natural Gas Serves Our Community" (free from local gas companies in most cases)

District Resources

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Suggested Activities: Grade(s) 3	Suggested Monitoring Procedures	Possible Resources

Procedures:

- . Students are instructed to design a mobile illustrating the natural resources. They may choose their own design.
- . (Ideas: Trees, water, soil, food, minerals.)

Title: Environmental Activity
Group Size: small group
Materials: magazine pictures, wastebasket

Procedures:

- . Teacher labels a wastebasket, "New Uses for Old Environment".
- . Have the students throw into this wastebasket pictures or actual objects that were part of their environment, but is not any more. Be sure to have their pictures and objects labeled.
- . Teacher relates these non-usable items to our natural resources (goes into recycling, conservation, renewing).
- . Help students to see the relationship between the activity and renewing, conserving and recycling resources.

Title: Poetry Writing:
"Our World Without Trees"
"Our World Without Light"
"What??? Dirty Air!"
"Sorry--Out of Gas"
Group Size: entire class
Materials: paper

Procedures:

- . These same titles could be used for creative writing rather than poetry writing.

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 3

Student Learning Objective(s) A. The student knows that there are renewable resources such as lumber, food, people, water, soil, nitrogen, carbon. B. The student values wise use of natural resources to preserve them for future use.

State Goal	4,5
District Goal	
Program Goal	3,5

Related Area(s)

Suggested Activities: Grade(s) 3

Title: Energy Folder
Group Size: individual
Materials: paper, scissors, magazines

Procedures:

- Each student creates his/her folder depicting the wise use of natural resources. They may add a descriptive sentence below each picture.

Title: Energetic Game! (Bingo Energy Game - see p. 14-.7 of N.S.T.A.)
Group Size: small group
Materials: bingo cards

Procedures:

- Have students play the game as you would Bingo, using the materials as outlined.

Title: Happy Face Poster
Group Size: individual
Materials: paper, magazines, scissors

Procedures:

- Cut words or pictures of renewable resources out of the newspaper or magazines. Paste on yellow construction paper. Draw a smiling face.
- On the other side of the poster paste a blue sheet of construction paper. Then cut out pictures or words of non-renewable resources, paste them to the blue side and draw a frowning face. Cut out the circle and hang it from the ceiling.

Suggested Monitoring Procedures

Evaluate student knowledge of conversation methods. Pass out conservation check lists. Explain that there are two pictures in a set--one showing a way to save energy (resources) and one showing a way to use more energy.

Have student check the pictures which show how you can conserve energy (resources).

Possible Resources

Books:

Contemporary Social Science Curriculum - People Use The Earth, Silver Burdett Co.
Principles and Practices in the Teaching of the Social Sciences, Harcourt, Brace, Jovanovich

Films:

Our Productive Resources, Barr
Heritage of Splendor, Richfield
Conservation - A Job For Young America, McGraw-Hill
Your Friend, The Soil, Britannica
Your Friend, The Water. Britannica

National Science Teachers Assoc. (NSTA) 1975 - Energy - Environment Mini-Unit Guide. "Color Us Energy Users", Primary Packet: Activities include: Pictorial Inventories, Picture Books, Energy Stamps, and Energy Games.

Energy Ant Activity Packet - Federal Govt. (Free)

Suggested Activities: Grade(s) 3		Suggested Monitoring Procedures	Possible Resources
Renewable Trees Game People (workers) Water Soil Air Carbon Nitrogen Food Solar energy	Non-Renewable Resources Oil Minerals		American Gas Assoc. Educ. Servi 1515 Wilson Boulevard Arlington, Va. 22209 Free Material: #N00170 "Natural Gas Serves Our Community" (free from local gas companies most cases) Field trip to a power plant, mine, oil field, etc. Sierra Club: Arlene Bell 1808 N.E. Ravenna Seattle, WA. 9810 Kit: Energy X, Social Studies School Service
			District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 3

Student Learning Objective(s) The student knows that as the present resources are depleted, renewing resources and recycling old products becomes necessary.

State Goal	4
District Goal	
Program Goal	3.5

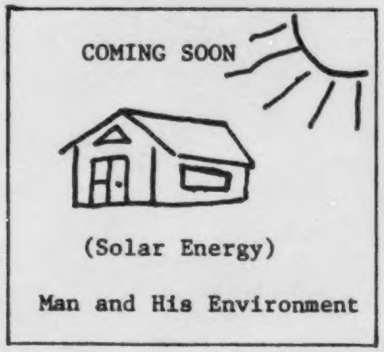
Related Area(s)

Suggested Activities: Grade(s) 3

Title: Coming Soon Posters
Group Size: individual
Materials: poster paper, crayons, etc.

Procedures:

. Students make a poster entitled, "Coming Soon." Posters are to convey message of new resources being developed to compensate for the depletion of others (sea, sun, nuclear power).



Title: Picture Collage
Group Size: individual or small
Materials: paper, magazines, scissors

Procedures:

. Students collect pictures of sun, sea, atoms, etc., and create a collage of available resources under study for future use.

Suggested Monitoring Procedures

Have students list several sources that are being explored for future development and use.

Have students list several products that can be used and them recycled for use again.

Possible Resources

Books:
First Book of Energy, G.R. Harrison
Living Science: Energy, Jordon Moore, Grosset & Dunlap

Films:
A Thousand Suns, Gilbert Film Assoc.
Trees and Their Importance, EBE
Energy: A First, Bailey Film Associates.

Teacher Reference:
Inquiring About Cities, Holt Databank System

District Resources

Suggested Activities: Grade(s) 3	Suggested Monitoring Procedures	Possible Resources
Title: Creative Writing **Group Size:** individual or small **Materials:** **Procedures:** . Students write stories and illustrate with pictures possible uses of the sea, sun, nuclear power. . Example: "Mother's Homemade Kelp Jelly".		
		District Resources

SMALL SCHOOLS PROJECT

SUBJECT: Social Studies

SPECIFIC AREA: Indians of Washington State

	Page	Suggested Grade Placement	District Placement				
			K	1	2	3	4
The student knows:							
. early Indians of Washington State lived in three major regions--the coastal region, the Puget Sound region, and the inland plateau region.	315	3					
. early Indians of Washington State lived in tribal groups that differed in size.	317	3					
. early Indians of Washington State utilized the natural environment to satisfy their basic physical needs.	319	3					
. white people came to the Northwest for a variety of reasons and interrupted and threatened the way of life of the Indian people.	321	3					
. contemporary Indians of Washington State live in tribes with reservations, in tribes without reservations, or in the cities.	223	3					
. contemporary Indians strive to increase their land base and to develop programs that would make them self-supporting.	325	3					
. urban Indians have organized to help each other and fight for their rights as full members of the American society.	327	3					
. Indians of Washington State have a rich culture which they try to preserve.	329-	3					
The student values:							
. the contributions of the Indians of Washington State and appreciates their cultural values.	329-	3					

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION 613	ENVIRONMENTAL EDUCATION	OTHER ______________ 614

SMALL SCHOOLS PROJECT

Suggested Objective Placement 3

Student Learning Objective(s) The student knows early Indians of Washington State lived in three major regions - the coastal region, the Puget Sound region and the inland plateau region.

State Goal	1,6
District Goal	
Program Goal	5

Related Area(s)

Suggested Activities: Grade(s) 3

Title: Impressional Views
Group Size: Small groups or entire class
Material: Films

Procedure:

- Over a series of days show the following films: A Boy and the Mountains, Common Animals of the Woods, Beaver Valley, Father Ocean and Beach and Sea Animals.
- Help the students to notice the differences in land and nature as they view different regions of the Northwest.
- Completing a chart similar to the following may be helpful:

	coastal	Puget Sound	inland plateau
plants			
animals			
climate			

Suggested Monitoring Procedures

Possible Resources

Films:
A Boy and the Mountains, M. Moyer
Common Animals of the Woods, EBE
Beaver Valley, Walt Disney
Father Ocean, Martin Moyer
Beach and Sea Animals, EBE

Teacher Reference:
The History and Culture of the Indians of Washington State - A Curriculum Guide published by the Superintendent of Public Instruction, p. 1-7.

District Resources

Suggested Activities: Grade(s) 3

Title: A Visual Image
Group Size: Small groups or entire class
Material: Magazines, scissors, glue, markers, paper

Procedure:

- Collect magazine pictures and/or photographs showing the basic differences between the coastal region, the Puget Sound region and the inland plateau.
- Mount on paper and label them to point out the differences.
- Organize into a scrapbook or bulletin board display.

Extension:

- Ask students who have traveled in any of these areas to share their impressions concerning differences.

Title: Organizing Understandings
Group Size: Individual, small group or entire class
Materials: Paper, markers

Procedure:

- Make three wall charts, one for each region. On top of each write the name of the regions with capital letters and under it list the basic characteristics.
- May emphasize by using pictures showing differences
- Listen to tape for additional information on the Puget Sound Indians.

Suggested Monitoring Procedures

Possible Resources

Reel-to-reel tape:
Indians of Puget Sound, Nationa
Center for Audio Tapes.

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 3

Student Learning Objective(s) The student knows early Indians of Washington State lived in tribal groups that differed in size and other ways.

State Goal	1,6
District Goal	
Program Goal	2,5

Related Area(s)

Suggested Activities: Grade(s) 3	Suggested Monitoring Procedures	Possible Resources

Title: Getting An Overview
Group Size: Small groups or entire class
Materials: Large pieces of paper, markers

Procedure:

- Prepare a large chart with three columns. In each column place the name of one region and list under it the tribes that lived in each region. They include:

Coastal Region
- Chinook
- Hoh
- Klallam
- Makah
- Ozette
- Queets
- Quileute
- Quinault

Plateau Region
- Cayuse
- Chelan
- Coeur d'Alene
- Columbia
- Colville
- Kalispel
- Kittitas
- Klickitat
- Kootenai
- Lakes
- Methos
- Nespelem
- Nez Perce
- Okanogan
- Palouse
- San Poil
- Spokane
- Wallula
- Wenatchee
- Wishram
- Yakima

Puget Sound
- Cathlamet
- Chehalis
- Chemakum
- Clakamas
- Copalis
- Cowlitz
- Duwamish
- Humptulips
- Kwalihaikwa
- Lummi
- Meshall
- Muckleshoot
- Nisqually
- Nooksack
- Puyallup
- Samish
- Satsop
- Skagit
- Skokomish
- Skykomish
- Snohomish
- Snoqualmie
- Squaxin
- Stillaguamish
- Suquamish
- Swinomish
- Twana

District Resources

Suggested Activities: Grade(s) 3

- Impress on the students there are many tribes. Point out the major tribes presently in existence and have them learn their names.
- Point out place names reflecting the tribes, i.e. Snoqualmie Falls, Snohomish, etc.

Title: Discussion Starter
Group Size: Small groups or entire class
Materials: Filmstrips

Procedure:

- Use one or several of the following as a basis for discussion:
  The Untouched Land: Pre-Columbian American
  American Indians of the North Pacific Coast, filmstrip series titles include:
  "Lands and Tribes"
  "How They Lived"
  "Myths and Ceremonies"
  "How They Changed"
  "Their Life Today"
  "Northwest Indians" from filmstrip series entitled How the Indians Lived

Title: Language Differences
Group Size: Entire class for a point of information
Material:

Procedure:

- Mention that various tribes in the Pacific Northwest spoke different languages that belonged to the following seven different families of languages: Chemakuan, Chinook, Molale-Cayuse, Wakashan, Sahaptin, Salishan and Athabasean.

Suggested Monitoring Procedures

Possible Resources

Film:
The Untouched Land: Pre-Columbi
America, Gracur.

Filmstrips:
American Indians of the North Pacific Coast, Coronet.
How the Indians Lived

Teacher Reference:
L. Middleton's Place Names of the Pacific Northwest Coasts.

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 3

Student Learning Objective(s) The student knows early Indians of Washington State utilized the natural environment to satisfy their basic physical needs.

State Goal 1,4,6

District Goal

Program Goal 2,5

Related Area(s)

Suggested Activities: Grade(s) 3

Title: Plant uses
Group Size: entire class
Materials: possibly references on plants

Procedure:

. Invite an Indian to class (or consult a guide) to help the students identify the various plants the Indians used to meet their needs (i.e. roots, berries, sprouts, cattails, sweet grass, tules, cedar bard, seeds, etc.)

. Have students illustrate and/or bring in samples of the various plants and describe their uses.

Title: Gather Those Sown Seeds!
Group Size: individuals, small groups
Materials:

Procedure:

. Have students collect various seeds the Indians ate.

. Have class prepare and taste a cereal like granola.

Suggested Monitoring Procedures

Possible Resources

Books:

Indian Uses of Native Plants by Edith Van Allen Murphey, Mendocino County Historical Society, Fort Bragg, California.

Plants that American Indians Used by Marie Svoboda, Field Museum of Natural History, Roosevelt Road and Lake Shore Drive, Chicago, Illinois, 60605.

District Resources

Suggested Activities: Grade(s) 3

Title: Mat-Making
Group Size: individuals, small or large group
Materials: cattails, tules, cedar bark

Procedure:

- Have students make mats out of cattails, tules or cedar bark.

Title: Utilizing Resources
Group Size: small or large group
Materials: large piece of paper

Procedure:

- From the series American Indians of the North Pacific Coast show the filmstrip "How They Lived." Using a large sheet of paper for a chart, organize the following information:

Resource	Use

- From the book, Indian Children of America, read to the students the part that deals with the Northwest Coast Indians. Emphasize points that deal with the utilization of natural resources.

Suggested Monitoring Procedures

Possible Resources

Filmstrip:
American Indians of the North Pacific Coast, Coronet.

Book:
Indian Children of America, by Margret C. Farquhar, Holt Rinehart and Winston.

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 3

Student Learning Objective(s) The student knows white people came to the Northwest for a variety of reasons and interrupted and threatened the way of life of the Indian people.

State Goal	1,3,6
District Goal	
Program Goal	1,3,5

Related Area(s)

Suggested Activities: Grade(s) 3	Suggested Monitoring Procedures	Possible Resources

Title: Sharing Experiences
Group Size: small or large
Materials:

Procedure:

. Check with the nearest senior citizens home to find a person or persons who moved to this area a long time ago. Ask them to tell the class what brought them to the Northwest. Some of the students' grandparents might be a good resource to speak about their arrival in this part of the country and how things were at time. Keep in mind white people came for a variety of reasons. They include:
- Explores came to explore the area and claim land.
- Fur trappers and traders came to establish and conduct fur trade.
- Missionaries came to convert the Indians to Christians.
- Miners and farmers came to extract the natural resources.
- The U.S. Army came to protect the lives and property of the colonists.
- The U.S. government sent representatives to enlarge land claims for the government, to settle land claim disputes, to survey the routes for the railroad and to reserve land for the Indians.

Title: Sense the Feeling
Group Size: entire class
Materials:

District Resources

Suggested Activities: Grade(s) 3

Suggested Monitoring Procedures

Possible Resources

Procedure:

- Divide the class into two distinct sections, section A and B, with adequate space for each student to be comfortable then instruct the class that students from section A can move into section B and make themselves comfortable in any way they wish. They can take over seats from other students who should double up with students from their group or sit on the floor. Students from section A can take away paper, books and other resources from students in section B. If students in section B need paper or other resources they have to ask the teacher who appears to be favoring the students in section A.
- Ask the students in section B to express their feelings. How did they feel being thrown out of their seats and having their things taken away? Relate these feelings to the feelings of the Indians when the white people came, took their land and destroyed the nature from which they used to get their food and other resources they needed to meet their needs.

Title: Citing Influences
Group Size: small or large
Materials: filmstrip

Procedure:

- From the filmstrip series American Indians of the North Pacific Coast, show "How They Changed."

Filmstrip:
American Indians of the North Pacific Coast, Coronet.

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 3

Student Learning Objective(s) The student knows contemporary Indians of Washington State live in tribes with reservations, in tribes without reservations or in the cities.

State Goal 1,6
District Goal
Program Goal 2,4

Related Area(s)

Suggested Activities: Grade(s) 3

Title: Indians Today
Group Size: small or large
Materials: film

Procedure:

- Show the film American Indians of Today in order to contrast the life of Indians on reservations and in urban centers. Emphasize the fact that from 1951 to 1973 termination of reservations was the official policy of the United States government. At the present time most of the tribes are trying to establish a land base and to gain self-determination over their future.

Title: Compare and Contrast
Group Size: small or large
Material:

Procedure:

- Invite a reservation Indian to class to explain the reasons for maintaining the reservations. Invite a non-reservation Indian to explain why they are no longer on a reservation.

Title: Locating the Reservations
Group Size: individual, small or large
Materials: outline maps of Washington State, possibly transparency of map.

Procedure:

- Distribute an outline map of Washington State. Label key places to help orient students.

Suggested Monitoring Procedures

Possible Resources

Film:
American Indians of Today, Britannica.

Send a self-addressed stamped #10 envelope to the following address. You will receive a black and white map showing where tribes, reservations and settlements are located.

Indian Rights Association
1505 Race Street
Philadelphia, Penn. 19102

Suggested Activities: Grade(s) 3	Suggested Monitoring Procedures	Possible Resources
. Help students locate the larger reservations in the State. (An overhead projection of a transparency of their map may be a helpful teaching aid). **Title:** Excursion **Group Size:** small or large **Material:** **Procedure:** . Those of you near a reservation may want to visit the tribal headquarters and tour the reservation.		
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 3

Student Learning Objective(s) The student knows contemporary Indians strive to increase their land base and to develop programs that would make them self-supporting.

State Goal 1,6,7
District Goal
Program Goal 3,5,6

Related Area(s)

Suggested Activities: Grade(s) 3	Suggested Monitoring Procedures	Possible Resources

Title: Indians Help Themselves
Group Size: small or large
Materials:

Procedures:

- Have students write letters to tribal headquarters of reservations to get information and materials on their projects. (Exemplary community action programs are under way on the following reservations: Lummi, Makah, Quileute, Quinault, Swinomish, Tulalip, and Yakima) see appendix for addresses.
- (Sometimes teachers feel more comfortable if they also include their own cover letter with the children's letters).
- When discussing information emphasize how the tribes try to help their people to become economically independent.

Title: Emphasis on the Natural
Group Size: small or large
Materials: bulletin board items

Procedures:

- Referring to the film American Indians of Today (preceding objective), identify the natural resources of the Indian reservations and how they are used today.
- Depict these ideas in a bulletin board display-emphasizing how Indians are trying to return as much land as possible to its natural state.
- Ideas to include:
  Creeks and streams are cleared of mining wastes and banks are replanted.

Teacher Reference:
Wright, Don D. "Lummis Shape Own Economic Destiny" Opportunity, Volume 1 No. 7, October, 1971, pp. 19-22.

District Resources

Suggested Activities: Grade(s) 3	Suggested Monitoring Procedures	Possible Resources
Replant idle clear land. Clean beaches, restore oyster and clam beds (Lummi, Quinault, Swinomish) Set aside wilderness areas. Stress conservation jobs.		
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 3

Student Learning Objective(s) The student knows urban Indians have organized to help each other and fight for their rights as full members of the American society.

State Goal 1,6,7
District Goal
Program Goal 3,4,6

Related Area(s)

Suggested Activities: Grade(s) 3	Suggested Monitoring Procedures	Possible Resources

Title: Urban Indians Organize
Group Size: small or large
Materials:

Procedures:

- . Write to urban Indian centers to ask for any literature about what they do to help the urban Indian. Such centers are:
  - Seattle Indian Center
  - Spokane Indian Center
  - Tacoma Area Native American Center
- . Also write organizations such as Northwest Indian Economic Development Association, Seattle Indian Health Board, Seattle Schools Indian Heritage Program, Small Tribes Organization of Western Washington and United Indians of all Tribes. See appendix for addresses.
- . Arrange display area with information.

Title: Problems of Urban Indians
Group Size: small or large
Materials: film

Procedures:

- . If possible schools should arrange for personnel from the various Indian organizations to speak about the problems of the urban Indians and what they do to overcome these problems, (Among the problems are discrimination, poverty, unemployment, lack of education, poor health, and cultural conflicts.)
- . Again refer to the film *American Indians of Today* and ask the children to identify the problems of the urban Indians. Brainstorm possible solutions.

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

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SMALL SCHOOLS PROJECT

Suggested Objective Placement 3

Student Learning Objective(s) The student knows Indians of Washington State have a rich culture which they try to preserve. The student values the contributions of the Indians of Washington State and appreciates their cultural values.

State Goal	1,4,6
District Goal	
Program Goal	2,7

Related Area(s)

Suggested Activities: Grade(s) 3

Title: Cultural Characteristics
Group Size: small or large
Materials: filmstrip and cassette recorder or record player

Procedures:

. View filmstrip Northwest Coast Indian Traditions Today: A Contemporary Look at Remnants of a Heritage. Note Indian traditions which range from making baskets to exchanging gifts.

. Possibly make and display some traditional items.

Title: Indians and Nature-Sensing Feelings
Group Size: small or large
Materials: poem

Procedures:

. Distribute copies of the following poem by Pauline Covington, a Lummi. Read and discuss the feelings Indians have toward the environment.

The Eternal Family
I am an Indian
I am proud!
The mountains are my brother,
the streams that tumble from
them are my brothers' voices.
Lakes, set high for safety, are my
little sisters,
they're shy to make great noises.
The trees are my servants,
they are good to me,
whatever they do, it is
done very well.

Suggested Monitoring Procedures

Possible Resources

Filmstrip and Cassette or Record: Northwest Coast Indian Traditions Today: A Contemporary Look at Remnants of a Heritage, University of Washington Press.

District Resources

Suggested Activities: Grade(s) 3	Suggested Monitoring Procedures	Possible Resources

The flowers are the callers
throughout the year,
and they visit very often.
Mother Earth is kind and feeds me,
her breasts are full,
herbs and fruit are
always in her basket.
Father Sea challenges me
everyday to hunt the fish
he nutures.
I am an Indian
I am proud
This is my family.

District Resources

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SMALL SCHOOLS PROJECT

Suggested Objective Placement 3

Student Learning Objective(s) The student knows Indians of Washington State have a rich culture which they try to preserve. The student values the contributions of the Indians of Washington State and appreciates their cultural values.

State Goal 1,4,6

District Goal

Program Goal 2,7

Related Area(s)

Suggested Activities: Grade(s) 3	Suggested Monitoring Procedures	Possible Resources
Title: Indian Contributions **Group Size:** individuals **Materials:** **Procedures:** . With the help of their parents, students can identify things in their home of Indian origin-a blanket, an artifact, a record, a painting, etc. . Make a list of the contributions. . Possibly students can bring items to class and set up an exhibit. Include prints of Northwest Coastal Indians.		**Picture Set:** "Northwest Coast Indian Prints" by Paul Kane from Shorey Book Store, Seattle.
Title: Place Names **Group Size:** small or large **Materials:** **Procedures:** . Look around your area and identify Indian names and other aspects of Indian culture. . If living in or nearby Seattle take students to Burke Museum at the University of Washington, Ivar's Salmon House and/or the Indian Cultural Center at Discovery Park.		**Record or Cassette:** Indian Music of the Pacific Northwest Coast, (in state curriculum guide and no source cited.) **Teacher Reference:** L. Middleton's Place Names of the Pacific Northwest Coasts.
Title: Relate Rhythmicly **Group Size:** small or large **Materials:** **Procedures:** . Listen to Indian Music of the Northwest Coast and Quillayute Songs.		**Reel-to-Reel Tape:** Quillayute Songs, National Center for Audio tapes.

Suggested Activities: Grade(s) 3

- Refer to descriptive notes for information on songs and dances.

Title: Crafts
Group Size: small or large
Materials: vary with project

Procedures:

- Using Indian Crafts as a reference, select appropriate projects.
- Share finished products.

Title: Indian Games
Group Size: varies with activity
Materials:

Procedures:

- Refer to cited reference to select appropriate activity(ies) for your group.

Title: Sharing Legends
Group Size: small or large
Materials:

Procedures:

- Refer to cited reference and select legend(s) appropriate for group.
- Whenever possible have an Indian share legends with class.

Title: Totem Poles
Group Size: small or large
Materials: Appendix Reference

Procedures:

- Using reference information, (see following page) as a basis, share meanings of totem pole carvings.
- Have students develop their own myths of totem pole carvings and/or have them design and possibly carve minature totem poles.

Suggested Monitoring Procedures

Possible Resources

Teacher Reference:
Janet and Alex Amato's Indian Crafts, Lion.

Robert Hofsinde's Indian Beadwork, Morrow.

Allan A. McFarlan's A Book of American Indian Games, Association Press.

Ella E. Clark's Indian Legends of the Pacific Northwest, University of California Press

District Resources

TOTEM POLES WITH THE STORIES THEY TELL *

By Boma

Vancouver, B.C., Canada – The Northwest Coast Indians believed that in the beginning all living things shared the world in a state of equality and mutual understanding. They spoke the same language and the difference between them was in their superficial external appearance. If, for convenience, the form underneath was identical with a human form. This allowed a human to live with birds and animals and return with their secrets to hand on to his people.

From this belief, the Indians developed a series of legends and myths many of which are illustrated in their totem pole carvings.

On a single pole there might be illustrated one simple tale or several events in tribal history, legendary or actual. Almost every tribe and clan prized at least one story of an encounter between an ancestor and a spirit, usually in the guise of an animal. Following a series of exciting adventures, the man would be granted the right to adopt the animal as his crest. His descendents inherited this right, and so carved a stylized and abstract likeness of their badge on their poles.

The following are brief descriptions of the mask personalities which appear on most poles.

WHALE

The much-feared Ruler of the Deep, can be recognized by his dorsal fin. Understandably, among a people who depended on the sea for their staple food, Whale usually was the villian of Indian legends. One tale deals with the kidnapping of a beautiful young girl by Whale. Her husband was able to rescue her only with the assistance of friendly birds and animals, and after practicing black magic. It was a common belief that should a fisherman drown, his spirit would return in the guise of a Whale. To insure a good catch, the Indians would precede each fishing trip with a dance to the Killer Whale to show their goodwill.

RAVEN

Centre of many legends, is a rogue-mischievous, sly, thieving. Despite these characteristics, he was an asset. One legend states that he stole the salmon from the Beaver by rolling up their lake, absconding with it, and letting the salmon loose in the rivers, thus giving the Indians their staple food. He is also credited with stealing the sun from the chief who kept it hidden in a box. He managed this by turning himself into a pine needle, arranging to be swallowed by the chief's daughter and thus being born into the chief's house as his grandson. A pampered child, he finally persuaded his doting grandparent to give him the sun to play with. Seizing his opportunity, he changed himself back into Raven, flew through the smokehole and flung the sun into the sky to provide light. Because of this legend, Raven is often depicted with a disk in his straight beak.

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* Reprinted from The History and Culture of the Indians of Washington State, a publication of the Superintendent of Public Instruction, Olympia, WA.

WASGO (Or SEA WOLF)

The legend of Wasgo concerns a young gambling man with a nagging mother-in-law. Dressed in the skin of a sea monster, he caught various fish by night, until he was finally over powered by a pair of whales. He returned only to take his wife to an underwater home. Good luck will come to any fortunate enough to see him, his wife, or their offspring, the "Daughters of the Creeks." Wasgo is depicted with the head of a Wolf, but the fins of a Killer Whale.

BEAVER

Is always indicated by prominent teeth and a cross-hatched tail. His patience, wisdom, and craftsmanship earned respect among the tribes, although his cunning ways caused him to be held in some awe. One legend states that it was Beaver who felled trees for the first Indian's home, and another credits him with bringing fire to the Indians. The Beaver is a prized crest of the Eagle Clan, won after a variety of legendary incidents had occurred in which Eagle was the victor.

FROG

Was often used as a guardian symbol because of his tendency to croak a warning when anything approached. He also was credited with the ability to draw out evil supernatural powers with his tongue, hence he was sometimes carved with a very long one. He figured often in legends dealing with a common theme-that if one member of a community was needlessly cruel to an animal, the whole commmunity would suffer in a violent manner.

BEAR

As a symbol of earthly power, was sometimes used to indicate the authority of a chief. His short snout, large teeth and paws make him an unmistakeable figure, representing a particularly great force and might. One crest, often seen, pictures Bear Mother with her two cubs. This illustrates the myth of the Indian maid who was captured by a Bear, turned into one herself, and married to the son of the chief. She had two sons who were endowed with supernatural powers and who were able to take the form of Bear or Human at will. She was finally rescued by her brother and returned to her people.

EAGLE

Was a symbol of wisdom, authority and power. One legend concerns a young man of the Bear clan, punished by his chief by being set adrift in a canoe. The Eagle chief rescued him and permitted him to marry his daughter. Many adventures followed. During one of these, Bear, exhausted by his efforts to subdue and capture a sea creature, is assisted by his Eagle wife.

THUNDERBIRD

Lord of the skies and source of the elements, was credited with animal human and supernatural powers. Legend explained that when storms occurred, Thunderbird was capturing Whale, his only enemy and favorite food. As he sailed over the ocean, looking for his prey, the spread of his gigantic wings would darken the sky. Then, sighting Whale, he would swoop down and thunder was in the flap of his mighty wings and lightning was the flash of his eyes or the fire from his tongue, as he pierced his victim before carrying him off to a mountain retreat. To the Indians, Thunderbird was a great helper and assisted them in many ways. Recognized on totem poles by his long curved beak. Thunderbird is one of the best-known crests in Indian carving.

THE HISTORY AND CULTURE OF THE INDIANS OF WASHINGTON STATE-A Curriculum Guide available for the Office of Superintendent of Public Instruction, Indian Education Office has been the primary source for objectives, content and resources included in the Small Schools unit "Indians of Washington State." Following is an address appendix listing resources which may be useful when teaching to the objectives of "Indians of Washington State."

American Friends Service Committee
Indian Programs Division
160 N. 15th. St.
Philadelphia, Pa. 19102

American Indian Center
738 W. Sheridan Road
Chicago, Ill. 60613

American Indian Civil Liberties
Trust
Box 708
Benjamin Franklin Station
Washington, D.C. 20044

American Indian Inter-Tribal Assoc.
175 Charles Ave.
St. Paul, Minn. 55103

American Indian Movement
Association on American Indian Affairs
532 Park Ave. S.
New York, N.Y. 10016

California League for American Indians
P.O. Box 389
Sacramento, California 95802

Commission on Indian Rights
and Responsibilities
Dr. Sophie D. Aberle Brophy
Rt. 3, Box 3030
Albuquerque, N.M. 87105

Governors' Interstate Indian Council
Erin Forrest, Pres.
P.O. Box 763
Alturas, Calif. 96101

Great Lakes Inter-Tribal Council
Rev. Mitchell Whiterabbit, Pres.
Route 4
Black River Fall, Wisc. 54615

Indian Rights Assoc.
1505 Race St.
Philadelphia, Pa. 19102

Indian Student Workshop
American Indian Development
Dr. V. Pfrommer, Field Director
Anthropology Dept.
University of Arizona
Tucson, Ariz. 85721

Institute of Indian Studies
University of South Dakota
Vermillion, S.D. 57609

Inter-Tribal Council of Nevada
877 Aitken St.
Reno, Nevada 89502

Inter-Tribal Friendship House
51 Ninth St.
Oakland, Calif. 94607

Museum of the American Indian
Heye Foundation
Broadway at 155th. St.
New York, N.Y. 10032

National Congress of American
Indians
1346 Connecticut Ave.
Washington, D.C. 20036
or (western office):
1450 Pennsylvania St.
Denver, Colorado 80203

Address Appendix cont.

National Indian Education Assoc.
National Indian Youth Council
P.O. Box 118
Schurz, Nevada 89427

St. Augustine's Indian Center
Rev. Peter Powell, Director
4710 Sheridan Road
Chicago, Ill. 60640

Dr. Sol Tax
Anthropology Dept.
University of Chicago
Chicago, Illinois 60637

United Scholarship Service
1452 Pennsylvania Street
Denver, Colorado 80230

UNITED STATES GOVERNMENT AGENCIES

To find the nearest office of a certain government agency or department, inquire at the post office, public library or newspaper office. Here are addresses of a few agencies with which Indians have frequent dealings:

Bureau of Indian Affairs
1951 Constitution Ave. N.W.
Washington, D.C. 20240

For the Bureau's free maps, booklets and other information about Indians, write to:

Publications Service
Haskell Institute
Lawrence, Kansas 66044

Educational institutions operated by the Bureau include:

Institute of American Indian Arts
Cerillos Road
Santa Fe, N.M. 87501

Intermountain School
Brigham City, Utah 84302

Sherman Institute
Riverside, CA. 92503

Division of Indian Health
U.S. Public Health Service
7915 Eastern Ave.
Silver Spring, Md. 21910

Indian Arts and Crafts Board
4004 Interior Bldg.
Washington, D.C. 20240

SOURCES OF PHOTOGRAPHS

American Museum of Natural History
Division of Photography
Central Park West and 79th. St.
New York, N.Y. 10024

write for lists of Indian slides of United States, Indian art, paintings of Indian life, masks, Eskimos, totem poles. Slides at 70¢ each or 60¢ each if 10 or more is ordered.

Library of Congress
Prints and Photographs Section
Washington, D.C. 20540

The library sells reproductions of old Indian photographs for a small fee.

Museum of the American Indians
Broadway at 155th. St.
New York, N.Y. 10032

Send postage for descriptive brochures about the photographs, color slides, and postcards available from the museum. Albums of 10 color photographs cost 30¢, postcards 5¢.

National Anthropological Archives
Smithsonian Institution
Washington, D.C. 20560

The institution has a collection of 50,000 black and white photographs and negatives pertaining to more than 350 Indian tribes of North America. The collection includes portraits of individuals and groups, dwellings, costumes, ceremonials, domestic activities, arts, etc. Most of the photos were taken between 1860 and 1900. Requests for descriptive leaflets, price lists, and instructions for ordering photographs should be addressed to the Archives. Allow six weeks for completing orders.

National Archives
National Archives and Records Service
General Service Administration
Washington, D.C. 20408

Select Picture List, Indians in the United States. General Information Leaflet # 21. The pictures (either photographs or copies of art works) have been selected from 15 government agencies and are grouped by subjects such as Agency Buildings, Agriculture, Beadwork, Burial Customs, Children, etc. The back cover of this leaflet constitutes an ordering form. 2x2 slides (black and white, color) cost 50¢ prints begin at $2.00 for 8x10; color transparencies begin at $6.00 for 4x5.

THOMAS BURKE MEMORIAL WASHINGTON STATE MUSEUM
UNIVERSITY OF WASHINGTON
Education Division
Seattle, Washington 98105

Traveling Study Collections

The Museum offers a variety of study collections in science and social studies for use by the schools in the state. The collections contain artifacts, specimens, models, and written information on the subject presented. Some collections contain supplementary books and illustrations. Collections are checked out for two-week periods.

School districts share with the Museum the cost of processing and maintaining the collections. The fee for a two-week period is two dollars ($2.00) for all collections. The teacher or school district is responsible for picking up and returning the collection to the Museum. For schools unable to pick up, the Museum will mail the collections. The fee is three dollars ($3.00). The school pays the return postage to the Museum. Collections may be mailed at the Library Materials rate.

The weight of each collection is listed for your convenience, along with the description of its contents.

Collections MUST be back in the Museum on the date stamped inside the box cover and on the shipping tag. Because of the very heavy scheduling for most of the collections, we ask that teachers cooperate by returning collections on time. For return mail, allow a minimum of two days for delivery. A fine of $2.00 per box is charged for collections which are not returned on time.

University student teachers may have the use of one collection free of charge during their quarter of teaching responsibility.

The school and the teacher using the study collections are responsible for the care of the material in the classrooom and the careful packing and return to the Museum. The teacher or school will be charged for any necessary repair or replacement of missing or damaged items.

TO ORDER

Four school districts-- Seattle, Shoreline, Highline, and Bellevue-- maintain their own pickup, delivery and return service. The school districts are billed for the collections.

Seattle: Write or call the Education Division of the Museum to place order for collection, 543-5591. Deliveries are scheduled every other Monday.

Shoreline: Order through the librarian at your school. Deliveries are scheduled every two weeks.

Highline: Write or call the Education Division of the Museum to place order for collection, 543-5591. Deliveries are scheduled every week.

Traveling Study Collections cont.

Bellevue: Detailed directions for ordering can be found in your copy of Classrooms Unlimited. Deliveries are scheduled every Tuesday and Thursday.

Other school districts: Write to the Education Division of the Thomas Burke Memorial Washington State Museum, University of Washington, 98105, or phone, 543-5591. Include in your request: name of collection, approximate dates desired, school, address. Send appropriate fee, $2.00 is picked up, $3.00 if mailed. PLEASE MAKE CHECKS PAYABLE TO THE UNIVERSITY OF WASHINGTON. RESERVATIONS FOR COLLECTIONS CANNOT BE CONFIRMED UNTIL RECEIPT OF PAYMENT.

SOCIAL STUDIES COLLECTIONS

These collections contain museum specimens, and authentic reproductions of typical household objects, tools, and clothing.

INDIANS (Northwest)	House model, wood-working tools, and household implements of the North Pacific Coast from the Canadian border through southeastern Alaska. (26 lbs.)
INDIANS (Eastern Washington)	Tools, household implements and clothing. (25 lbs.)
INDIANS (North America)	Two or three artifacts from each of the major culture areas of North America. (26 lbs.)
INDIANS (Puget Sound)	A canoe model, cattail mat, wood-working tools, household implements and a pair of dolls dressed in aboriginal costume. (25 lbs.)

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SMALL SCHOOLS PROJECT - ..

SUBJECT: Social Studies

SPECIFIC AREA: Map Skills

	Page	Suggested Grade Placement	District Placement				
			K	1	2	3	4
The student knows:							
. the directions of left and right; up and down.	343	K					
. the Earth is the place in which we live.	345	K					
. the globe is a representation of the Earth.	347	K					
The student is able to:							
. identify a map as being a special flat drawing of a location.		K					
. identify a globe as a small model of the Earth.	347	K					
. identify land and water (by color) on the map or globe.	349	K					
The student values:							

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the original document was blank

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER ________________

659

660

SMALL SCHOOLS PROJECT

Suggested Objective Placement K

Student Learning Objective(s) The student knows the difference of left and right, up and down.

State Goal	1
District Goal	
Program Goal	4

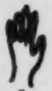
Related Area(s) Reading Readiness

Suggested Activities: Grade(s) K

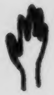
Title: Left and Right, Up and Down
Group Size: entire class
Materials:

Procedures:

- Teacher introduces the game "Simple Simon" explaining the procedure and using left, right, up and down.
- Play the game, "Hokey Pokey."
- Teacher can label each side of the doorway with a left and right hand:



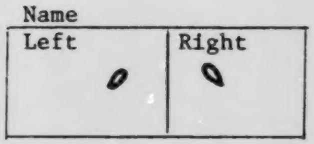
Left



Right

- Stress these directions whenever the students line up at the door (for lunch, recess).

Title: Handprints
Group Size: small group
Materials: worksheets



Procedures:

- Students place thumb in prints to have placement for hand. Then the students trace their whole hand.

Suggested Monitoring Procedures

Observe the students when you ask the students to demonstrate a direction (Ex: raise your right hand, put pegs in order from left to right).

Possible Resources

Sullivan Program "Language Arts Readiness"

District Resources

Suggested Activities: Grade(s) K	Suggested Monitoring Procedures	Possible Resources

Title: Handprints

Group Size: whole class

Materials: finger paints, large piece of paper

Procedures:

- When finishing a finger painting session, but before students wash their hands, have each student print right hand on a large piece of paper-large enough for everyone in the class to get their hand on.
- Teacher prints her/his hand also.
- Emphasize this is your right hand.

District Resources

603

604

SMALL SCHOOLS PROJECT

Suggested Objective Placement K

Student Learning Objective(s) The student knows the Earth is the place on which we live.

State Goal	1
District Goal	
Program Goal	4

Related Area(s)

Suggested Activities: Grade(s) K

Title: Defining Earth
Group Size: entire class
Materials: film, globe

Procedures:

- Teacher asks students to talk about the Martians. The students may bring out the idea that they come from another planet or one of the stars.
- Bring to their attention that our astronauts have gone to the moon. Display pictures of the moon and Earth.
- Discuss the Viking explorations of Mars.
- Stress that we live on the Earth.
- Show the film, Our Big, Round World.
- Teach them the song, It's A Small World.

Suggested Monitoring Procedures

After completing these activities ask students individually to tell you what the Earth is.

Possible Resources

Films:
Our Big, Round World, Coronet
Introducing Globes, Bailey Film Associates
Understanding Our Earth, Coronet

Song:
It's A Small World, Walt Disney productions

District Resources

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement K

Student Learning Objective(s) A. The student knows the globe is a representation of the Earth.

B. The student is able to identify a "globe" as a small model of the Earth.

State Goal	1
District Goal	
Program Goal	4

Related Area(s)

Suggested Activities: Grade(s) K	Suggested Monitoring Procedures	Possible Resources
Title: Defining Globe Group Size: entire class Materials: pictures, film, globe Procedures: . Display a picture of the Earth taken from the moon. . Display a circular flat object (tray) and a ball. Ask students to speculate which is more like the Earth as shown in the picture. . Show the globe and tell them that if someday they go to the moon, the Earth would look like this to them. . Introduce the word "globe."	Ask each student to tell you what the globe is.	Films: Our Big, Round World, Coronet Introducing Globes, Bailey Film Associates a model of the globe Kit: Maps Show the Earth, Nystrom District Resources

Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Possible Resources
		District Resources

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SMALL SCHOOLS PROJECT

Suggested Objective Placement K

Student Learning Objective(s) The student is able to identify land and water (by color) on a map or globe.

State Goal	1
District Goal	
Program Goal	4

Related Area(s)

Suggested Activities: Grade(s) K

Title: Identifying Water
Group Size: small group or entire class
Materials: pictures, globe

Procedures:

- . Display pictures that show water colored in blue. Show the pictures until students reach the idea that water is always in blue.
- . Show them the globe and have them hypothesize what areas might be water. Use a simple globe on which only land and water are depicted (water in blue and land in any other color).

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Suggested Monitoring Procedures

Ask each student individually to identify a water and a land area on the globe.

Possible Resources

Films:
Our Big, Round World, Coronet
Introducting Globes, Bailey Film Associates.

a model of the globe

District Resources

674

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources
675		676

SMALL SCHOOLS PROJECT

SUBJECT: Social Studies

SPECIFIC AREA: Map and Globe Skills--Symbolism, Directions

	Page	Suggested Grade Placement	District Placement				
			K	1	2	3	4
The student knows:							
Symbolism:							
. map symbols are special combinations of colors, shapes and lines on maps.	353	1					
. map symbols stand for real objects or information.	355	1					
. map symbols and maps are much smaller than the objects they represent.	357	1					
Directions:							
. The names of the four main geographic directions are North, South East and West.	359	1					
. the letter symbols N.,S.,E.,W., stand for the words North, South, East and West.	359	1					
. The opposites of each of the four cardinal directions	361	1					
The student is able to:							
Symbolism:							
. identify water and land by color.	353	1					
. draw a simple room map using symbols.	355	1					
Directions:							
. name the four main cardinal directions.	359	1					
. match the cardinal directions with symbols N., S., E., W.	359						
. give the opposite of each cardinal direction.	361	1					
The student values:							

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER ______________

673

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SMALL SCHOOLS PROJECT

Suggested Objective Placement 1

Student Learning Objective(s) A. The student knows map symbols are special combinations of colors, shapes and lines on maps. B. The student is able to identify water and land by color.

State Goal	1
District Goal	
Program Goal	4

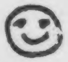
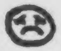
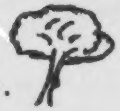
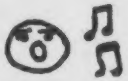
Related Area(s) Art

Suggested Activities: Grade(s) 1

Title: Symbols
Group Size: entire class
Materials: chalkboard, chalk, film: Father Ocean

Procedures:

. Draw the following pictures on the chalkboard:

a.  b.  c.  d. 

. Ask: "What do the pictures tell you?"
(a. someone is happy. b. someone is sad.
c. a tree d. someone is singing.)

. After viewing the film, discuss what symbols were used to tell the story.

. Cut squares of construction paper to represent chairs and desks. Tell students you have made symbols for the desk and chairs. Hold them up and ask: "How are these like your desks and chairs?" "How are they different?"

. On a chalkboard do the following with students supplying the answers:
On a map, the waters is ____________. (blue)
On a map, land is a different color from water.
etc.

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Suggested Monitoring Procedures

Possible Resources

Film:
Father Ocean, Legend of Quinalt Indians, Martin Moyer

Book:
Indian Picture Writing, Robert Hofsinde

Teacher Reference:
Sally Cartwright's What's in a Map? Coward.

Kit:
Maps Show the Earth, Nystrom
Cram Map Symbols kit, set #4500, The George F. Cram Co.
Learning to Use Maps and Globes, Step I Beginning-Unit, Cram

District Resources

681

Suggested Activities: Grade(s) 1

Suggested Monitoring Procedures

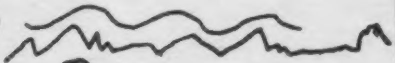
Possible Resources

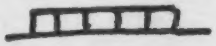
Title: Poem
Group Size: entire class
Materials: poem below; paper, pencil

Procedures:

. Put the following poem on the board for the students to copy:

Things To Draw

Can you draw hills?
Or Mountain peaks? 
Can you draw heads - - with funny
beaks?

Can you draw a fence? 
Or a lollipop?
Can you draw a tent?
Or a spinning top?

Lousie Binder Scott

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 1

Student Learning Objective(s) A. The student knows map symbols stand for real objects or information.

B. The student is able to draw a simple room map using symbols.

State Goal 1

District Goal

Program Goal 4

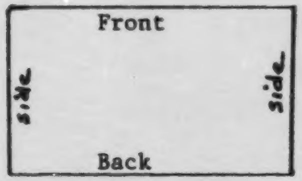
Related Area(s)

Suggested Activities: Grade(s) 1

Title: Room Map
Group Size: individuals
Materials: 9 x 12 piece of paper, pencils

Procedures:

- Distribute paper to students. Have them label the paper.



- Tell the students to pretend the paper represents the classroom floor. Ask them to decide where their desk is in the room (toward the front, in the middle, in the back, etc.) Ask them to put their real desk on the paper in the correct spot. They can't! Ask them how they could show where their desk is on the paper. (using a square, X, etc.)
- Ask: "Could you put your real chair on the paper?" "How could you show where it belongs?"
- Do the same with other objects in the room.

Suggested Monitoring Procedures

Possible Resources

Teacher Reference:
Teacher's Guide of Our Country, Allyn and Bacon, Inc. 1970 pp. 126-130

Kits:
Maps Show the Earth, Nystrom
Cram Map Symbols Kit, set # 4500, The George F. Cram Co.

Transparencies:
Development of Social Studies Skills set #700 #S2702, 2703, 2707, 2708, Cram Company

District Resources

Suggested Activities: Grade(s) 1

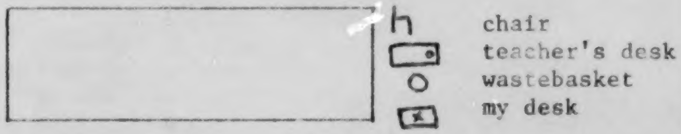
Suggested Monitoring Procedures

Possible Resources

Title: Mapping Classroom
Group Size: small or large
Materials: chalkboard, worksheets, pencils

Procedures:

. On chalkboard, draw shape to represent the classroom. Have the students decide what symbols to use for the objects in the room and draw these at the side of the room shape.



Fill in the map on chalkboard and let students do their own maps.

Title: Mapping Classroom
Group Size: individuals
Materials: large laminated square or
rectangle to represent room.
Symbols for desks, chairs, etc.

Procedures:

. This is an activity for your Activity Table. During free time students place symbols in the correct places.

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 1

Student Learning Objective(s) The student knows map symbols and maps are much smaller than the objects they represent.

State Goal	1
District Goal	
Program Goal	4

Related Area(s)

Suggested Activities: Grade(s) 1

Title: Model vs. Reality
Group Size: entire class
Materials: model car, other models of familiar objects, paper, pencils

Procedures:

- Show the students a model car.
  Ask: "What is this?" "How is it like a real car?" "How is it different from a real car?"
- Show other models and ask similar questions.
- Explain that the objects you have shown the students are called models and write the word "model" on the board.
- Draw the shape of the classroom on the board.
  Ask the students to help you draw a model of the room.
- After drawing the classroom map on the board, give students paper and let them copy the map, giving assistance to those who need it.

Suggested Monitoring Procedures

Possible Resources

models, (cars, airplanes, trucks, etc.)

Primary globe

Film:
Maps and Landmarks, BFA

District Resources

Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 1

Student Learning Objective(s) A. The student knows the names of the four main geographic directions are North, South, East and West. B. The student knows the letter symbols N.S.E. and W. stand for words "North," "South,""East and "West," C. The student is able to name the four main cardinal directions. D. The student is able to match the cardinal direction with the symbols N.S.E.W.

State Goal 1
District Goal
Program Goal 4

Related Area(s)

Suggested Activities: Grade(s) 1

Title: Left and Right
Group Size: entire class
Materials: red and green strips of paper for each student, book, Good Day, Which Way

Procedures:

- Read the book then discuss importance of knowing left from right.
- Follow-up game:
  Give each student a piece of red paper to hold in the right hand and a green strip for the left hand. Do exercises such as: Hold up red paper - which hand is it in? Hold up your left hand. What color are you holding? Continue the game until you are sure each (or most) students(s) know right from left.

Title: North, Sough, East, West
Group Size: entire class
Materials: tagboard strips with direction words (North, South, East, West)

Procedures:

- Explain that there are other words which tell directions besides right and left.
- Discuss and demonstrate: behind, in front of, up, down, next to, etc.
- Then ask if anyone knows the name of other directions.
- When the cardinal directions are named, hold up tabboard strips with the directions printed on them. Post the strips on correct sides of the room.

Suggested Monitoring Procedures

The student can name the four cardinal directions.

The student can match the words North, South, East and West with the appropriate symbol (N,S,E,W)

Possible Resources

Book:
Good Day, Which Way, Charlotte Steiner; Alfred A. Knopf

Cassette:
Where and Why, cassette #3 Nystrom Co.

Films:
Learning How to Find Direction, McGraw-Hill
Learning About North and South. McGraw-Hill
Learning About East and West McGraw-Hill

District Resource

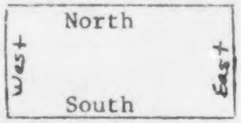
Suggested Activities: Grade(s) 1

- Then face North and ask which direction is behind you, or your right, left, etc. Let students take turns facing the direction you name.
- Ask such questions as "Where are the windows?" "Door?" "Teacher' desk?" "Chalkboard?" (insist on North, South, East, West as answers.)

Title: Direction Locaters in Classroom
Group Size: entire class
Materials: worksheets

Procedures:

- Give students sheet of paper to represent classroom. Have them print cardinal directions on edges of the sheets.



- When talking with students during the day, try to refer to location in the room using North, South, etc. Example: "Hand your papers in on the table at the east side of the room."

Title: Up and Down
Group Size: entire class
Materials: filmstrip

Procedures:

- Discuss the filmstrip. Let students take turns describing the location of an object in the room by using directional words. Let class guess what the object is. (Example: It is north of the teacher's desk, east of the windows, and next to the red table.)

Suggested Monitoring Procedures

Possible Resources

Filmstrip:
Up and Down, North, South, East, West, Jim Handy Organization

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 1

Student Learning Objective(s) A. The student knows the opposites of each of the four cardinal directions. B. The student is able to name the opposite of each cardinal direction.

State Goal	1
District Goal	
Program Goal	4

Related Area(s)

Suggested Activities: Grade(s) 1

Title: Opposites
Group Size: entire class
Materials;

Procedures:

. To determine whether students know the term "opposite" play the following game. Ask the students to fill in (by calling out) the proper word which is the opposite of the word you say: "What is the opposite of "big"?"
"You're either big or ________."
Repeat:
"What is the opposite of ________?"
"You're either ______ or ________., with the following:

open (shut)
up (down)
hot (cold)
black (white)

right (left or wrong)
fast (slow)
front (back)
day (night)

Title: Opposite Directions
Group Size: entire class
Materials: tagboard strips from previous activity

Procedures:

. Refer to tagboard directional slips posted in room from previous activity. Review reading directional terms.
. Have students face North, then face the opposite direction.
. Ask them to name that direction.
. Repeat with East and West.

Suggested Monitoring Procedures

Given a cardinal direction, the student can name the opposite direction.

Possible Resources

District Resources

Suggested Activities: Grade(s) 1

Suggested Monitoring Procedures

Possible Resources

Title: Opposite Directions
Group Size: small or large
Materials: four small cardboard strips for each student

Procedures:

. Have the students print each directional word on their cardboard strips.

. Play the game of (a) holding up each word named by you, (b) holding up the opposite of each word named, (c) put North at top of desk: "Where will you put South?"
Example: "Put North at left of desk." "Where will you put South?"

District Resources

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SMALL SCHOOLS PROJECT

SUBJECT: Social Studies

SPECIFIC AREA: Map and Globe Skills--Geographic Knowledge

	Page	Suggested Grade Placement	District Placement				
			K	1	2	3	4
The student knows:							
. map and globes provide information about names of places, what they are, and where they are located.	365	1					
. oceans are the largest bodies of water and continents are the largest land areas.	367	1					
. North American is the name of our continent and it is surrounded by three oceans.	369	1					
. North American is divided into countries and the United States of American is the name of our country.	371	1					
. the United States of America is divided into 50 areas called states, and Washington is the name of our state.	373	1					
. his/her city or local community is within the state.	375	1					
. day and night is caused by the sun and the spinning of the earth.	377	1					
The student is able to:							
. refer to maps and globes for geographic information.	367	1					
. locate oceans and continents on a globe.	367	1					
. locate and identify North America and its surrounding oceans (Pacific, Atlantic, Arctic).	367	1					
. locate his/her country (USA) on a map or globe.	371	1					
. locate the State of Washington on a map or globe.	373	1					
The student values:							

700

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER ________________

SMALL SCHOOLS PROJECT

Suggested Objective Placement 1

Student Learning Objective(s) The student knows maps and globes provide information about names of places, what they are, and where they are located.

State Goal	1
District Goal	
Program Goal	4

Related Area(s)

Suggested Activities: Grade(s) 1	Suggested Monitoring Procedures	Possible Resources
Title: Map Use Group Size: entire class Materials: Procedures: . Ask students how many of them go on vacations. . Ask: "How would you know where to go if you had never been there before?" "Have any of you ever seen someone use a map?" "Go home and ask your parents to tell you how they have used maps. . The next day: List things on board that the students' parents used maps for. . Ask students to watch weather reports on the local news. . The next day ask: "Did the weather reporter use a map?" "What did he/she tell you from the map?" (Where it rained, snowed, etc.)		Globes, USA or world wall maps Best maps for these objectives are those which show different colored political divisions and which use different type style and color to indicate terms. Kits: Maps Show the Earth, Nystrom Map Symbols and Geographic Concepts Charts, Nystrom District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources
705		706

SMALL SCHOOLS PROJECT

Suggested Objective Placement 1

Student Learning Objective(s) A. The student knows oceans are the largest bodies of water and continents are the largest land areas. B. The student is able to locate oceans and continents on a globe. C. The student is able to refer to maps and globes for geographic information. D. The student is able to locate and identify North America and its surrounding oceans.

Related Area(s)

State Goal	1
District Goal	
Program Goal	4

Suggested Activities: Grade(s) 1

Title: Land and Water
Group Size: entire class
Materials: map of world worksheet

Procedures:

. Ask students to point out all the land on the globe. Ask them to point out the water.
. Ask: "Is there more land or more water?" "Does anyone know what the largest bodies of water on Earth are called?"
. Print the word "oceans" on the board. Point out the 4 oceans (Pacific, Atlantic, Indian, Arctic (not necessary for students to learn the names now).
. Explain that the largest land masses are called continents. Point out the continents by name. Print the word "continent " on the board.
. Give the students a simple outline world map.
. Ask them to color the water blue and the land masses different colors. Keep the map on display for their reference.

Suggested Monitoring Procedures

Students can point out the oceans and continents on a map or globe.

Possible Resources

Simple outline map of world

Film:
Learning About Continents and Oceans, McGraw-Hill

Cassette:
Where and Why, cassette no. 1, Nystrom Co.
The First Steps with Maps and Globes #4, Rand McNally

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

709

710

SMALL SCHOOLS PROJECT

Suggested Objective Placement 1

Student Learning Objective(s) The student knows North America is the name of our continent and it is surrounded by three oceans.

State Goal	1
District Goal	
Program Goal	4

Related Area(s)

Suggested Activities: Grade(s) 1

Title: Recognizing North America
Group Size: entire class
Materials: globe, traced pattern of North America

Procedures:
- Ask students: "Do we live on a land mass (continent) or on an ocean?"
  "Why can't we live on an ocean?"
  "On which continent do we live?"
- Display a large traced silhouette of North America with North America printed on it.
- Let students trace around the shape with their fingers.
- Have several students find the continent of North America on the globe.

Suggested Monitoring Procedures

Student can name and point out North American continent on a map of globe.

Possible Resources

Globe
Traced pattern of North America

Cassette:
Where and Why, cassette no.1.
Nystrom

District Resources

Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 1

Student Learning Objective(s) A. The student knows North America is divided into countries and the United States of America is the name of our country. B. The student is able to locate his/her country (U.S.A.) on a map or globe.

State Goal	1
District Goal	
Program Goal	4

Related Area(s)

Suggested Activities: Grade(s) 1

Title: Countries in North America
Group Size: entire class
Materials: outline map of North America, globe, Flannel board with North America divisions, cardboard N.A. map puzzle parts, N.A. outline map with boundary lines of countries (on worksheets)

Procedures:

- Refer to large North America silhouette. Have students locate North America on the globe.
- Outline with chalk.
- Explain that North America is divided into three large parts called countries. Point out Canada, USA and Mexico. Ask: "What Country do we live in?"
- Using large North America silhouette, place USA silhouette in proper place and label.
- Give each student a silhouette of North America with boundary lines of Canada, USA and Mexico drawn in. Have students trace USA boundary lines with crayon and print UNITED STATES OF AMERICA on their maps.
- Cut a silhouette of North America into parts in flannel representing US, Canada and Mexico. Place pieces of flannel board and fit together. Let students fit pieces together.
- Same procedure as above paragraph except on a smaller scale with cardboard or individual puzzles for students.

Suggested Monitoring Procedures

Possible Resources

Cassette:
Where and Why, Cassette #1, Nystrom Co.

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 1

Student Learning Objective(s) A. The student knows the United States of America is divided into - 50 areas called states and Washington is the name of our state. B. The student is able to locate the state of Washington on a map or globe.

State Goal	1
District Goal	
Program Goal	4

Related Area(s)

Suggested Activities: Grade(s) 1	Suggested Monitoring Procedures	Possible Resources
		U.S. puzzles

Title: States of U.S.
Group Size: entire class
Materials: three transparencies of outline maps (the 1 of North America, 1 of US and 1 of US with state boundary outlines. Worksheets of US maps with state outlines., US puzzles.

Procedures:

- Using first two transparencies, review previous lesson on North America and United States.
- Explain to students that the United States is made up of states and place outline map of US with state boundary lines on the overhead.
- Ask: "Does anyone know what state we live in?"
- Point to it on the map. Write "Washington" on the board.
- Let students give names of other states they know while you point them out.
- Give students the outline map with states of the US and have them color in their state and write its name on the map.
- Tell those who know the names of other states that you will help them locate the state and spell their names so they can be included on their maps.
- Have several US puzzle maps available for students to put together during free time.

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 1

Student Learning Objective(s) The student knows his/her city or local community is within the State of Washington.

State Goal	1
District Goal	
Program Goal	4

Related Area(s)

Suggested Activities: Grade(s) 1

Title: Locating Community in State
Group Size: entire class
Materials: globes, U.S.A. and world wall map

Procedures:

- Point out the city, town or nearest point of reference for each student (example: lake or mountain).
- If all students live in the same town or city, circle it on the map with crayon. If the students are spread over a larger area, circle the general area.

Title: Our School Vicinity
Group Size: small or large
Materials: chalkboard, chalk

Procedures:

- Teacher labels chalkboard N,S,E, and W.
- Teacher draws street where school is located.
- Students tell where school and other landmarks are located and teacher draws them on board.
- Each student tells which direction they live from school.

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Suggested Monitoring Procedures

To be used at the completion of the Map Skills unit:
Map and Globe Skills
Assessment Test
Program Development Division
Spokane Public Schools
Ned Hammond, author
"Primary A" Grade 1 and 2;
"Primary B" Grade 3.

Possible Resources

Globes

Map of USA and world wall map

District Resources

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Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 1

Student Learning Objective(s) The student knows that day and night are caused by the sun and by the spinning of the earth.

State Goal	1
District Goal	
Program Goal	4

Related Area(s) Science

Suggested Activities: Grade(s) 1

Title: Why Day and Night?
Group Size: entire class
Materials: globe that spins on its axis and lamp or flashlight, pictures depicting day and night.

Procedures:

- . Show two pictures depicting day and nighttime.
- . Ask: "What makes it light?" (Sun)
- . Display globe on a table and spin it slowly.
- . Put a shadeless lamp or flashlight a short distance from the globe and tell the students it represents the sun. Turn off other lights and keep globe rotating slowly.
- . Ask: "What is happening?" "Which is moving, the sun or the earth?"
- . Explain that the earth moves (slowly) all the time, going around and around. The sun shines on whatever part of the earth is facing the sun and gives us daytime.
- . Ask individual students to walk around the globe by a chosen country to follow sequence from waking up, daytime, getting dark, nighttime.

Suggested Monitoring Procedures

Possible Resources

Globe that spins on its axis

Film:
The Globe and Our Round Earth, Coronet

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SMALL SCHOOLS PROJECT

SUBJECT: Social Studies

SPECIFIC AREA: Map Skills

	Page	Suggested Grade Placement	District Placement				
			K	1	2	3	4
The student knows:							
. the meaning of several commonly used map symbols; rivers, mountains, cities.	381	2					
. the meaning of both the terms "key" and "legend."	381	2					
. the importance of the key or legend as the first reference to use in order to discuss the meanings of map symbols.	381	2					
. the names of the four main directions and their opposites.	383	2					
. that directions are used to find the locations of places on maps and globes.	383	2					
. that the word "sphere" is used to describe the round shape of the earth.	385	2					
. that the globe is very small and the earth is very large (scale).	385	2					
. that a globe is the most accurate representation of the earth because it has the same shape.	385	2					
. that maps provide more detail than globes.	385	2					
. an atlas contains many different kinds of maps.	387+	2					
The student is able to:							
. locate the key or legend on a map.	381	2					
. use the key on a map to explain the various symbols found on a map.	381	2					
. locate West, North and South when given the direction East (where the sun rises).	383	2					
. use directions to locate places on a map.	383	2					
. find and identify some oceans, continents, countries, states and cities on globes and maps.	387+	2					
The student values:							

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OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER ____________

SMALL SCHOOLS PROJECT

Suggested Objective Placement 2

Student Learning Objective(s) A. The student knows the meaning of several commonly used map symbols - rivers, mountains, cities, etc. B. The student knows the meaning of both the terms "key" and "legend." C. The student knows the importance of the key or legend as the first reference to use in order to discuss the meanings of map symbols. D. The student is able to locate the key or legend on a map. E. The student is able to use the key on a map to explain the various symbols found on a map.

State Goal	1
District Goal	
Program Goal	4

Related Area(s) ______

Suggested Activities: Grade(s) 2

Title: Introduction to Maps
Group Size: entire class
Materials: encyclopedia, atlas, road maps, navigational charts, worksheets, paper, pencil, hiking map, railroad map

Procedures:

- Teacher asks students: "What do your parents use to find their way if they have to drive a long way to a place they haven't been before?"
- Teacher displays road maps and discusses them with class, placing emphasis on the Key and Legend symbols.
- Teacher asks: "What kind of map would a pilot use? A sea captain?"
- Display such maps and discuss the differences, stressing how the Key and Legend assist the map reader.
- Teacher asks students to bring different kinds of maps from home.
- If encyclopedias are available, teacher assigns some students to look for different kinds of maps to show the class.
- Teacher helps students make a neighborhood map with streets and using simple symbols. Show stores, post office or cows in fields, or friends' homes. A Key or Legend is used to identify the symbols.
- Make a worksheet of the map to give to each student.
- Take the map on a tour. Before the tour, discuss the route and allow students to trace route on their own maps.

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Suggested Monitoring Procedures

Worksheet with symbols and legend to be matched.

Possible Resources

Books:
Maps Show the Earth Kit, Nystrom
A Map is a Picture, Barbara Rinko
Good Times with Maps, Irene Estep

Charts:
Map Symbols and Geographic Terms, Nystrom

Cassette:
Where and Why, cassette #2, Nystrom Co.

Kit:
Cram Map Symbols Kit, set #4500, The George F.Cram Co.

Films:
Maps, Land Symbols and Terms, Academy
Let's Make a Map, Bailey Film Associates
Reading Maps, EBF
Maps and Landmarks, Bailey Film Associates

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Suggested Activities: Grade(s) 2

Suggested Monitoring Procedures

Possible Resources

Title: Tracing Maps
Group Size: entire class
Materials: maps used in previous activity

Procedures:

- Teacher asks students to trace the route to the library or some other location on the map.

Title: Symbols
Group Size: entire class
Materials: world map

Procedures:

- Teacher asks students to look at the symbols beside a world map.
- Ask students what each symbols stands for.
- Point out a river and a city on the map.
- Ask who can find other rivers and cities by looking for the same symbols (colors).

Title: Chart Riddle Game
Group Size: entire class
Materials: chart as described below

Procedures:

- Bring a long chart to classroom with definitions of each vocabulary word to be studied:

ocean -- large body of water on the earth
continent -- largest land areas on the globe
sphere -- the name of a round, ball-shaped object
country -- usually one section of a continent
globe -- a small model of the earth
model -- a replica of an object
sea -- a large body of water that is smaller than an ocean (but larger than a lake)
symbol -- anything that stands for something else, such as blue on a globe stands for water

- Using the vocabulary studied so far, pick one word and ask riddles.
  Example: "I am the largest body of water on Earth--what am I."

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 2

Student Learning Objective(s) A. The student knows the names of the four main directions and their opposites. B. The student knows that directions are used to find the locations of places on maps and globes. C. The student is able to locate West, North and South when given the direction East (where the sun rises). D. The student is able to use directions to locate places on a map.

State Goal	1
District Goal	
Program Goal	4

Related Area(s)

Suggested Activities: Grade(s) 2

Title: String Activity
Group Size: entire class
Materials: map or globe, string

Procedures:

- . Teacher helps students locate United States, Mexico, Japan, India, Greece on the map or globe.
- . Teacher directs the students to extend the string from their section of the country to various other countries. (Example: India.)
- . Teacher asks the following questions: "In which direction would you go to reach India?" (Can be extended to include intermediate directions, NW, SW, SE, etc.) "In which direction would you go to reach Japan?", etc.
- . (As the students engage in extending the string around the globe, point out oceans, countries, seas and mountains the string crosses.)
- . Extension: Ask students if they know the name of the country from which their parents, grandparents, great grandparents may have come.
- . Help the students locate the countries and draw a string to each of them.
- . Ask: "What oceans (countries, mountains, seas) would you have to cross to get here?" "Would you travel by car, boat or plane?" "Why?" "In what direction would you travel?"

Suggested Monitoring Procedures

Possible Resources

Book:
How Maps and Globes Help Us, David Hackler

Films:
By Map and Compass, International Film Bureau
Globe and Our Round Earth, Coronet

Cassettes:
Where and Why, cassette #3 Nystrom
First Steps with Maps and Globes, Rand McNally and Co.

District Resources

Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Possible Resources
		District Resources

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SMALL SCHOOLS PROJECT

Suggested Objective Placement 2

Student Learning Objective(s) A. The student knows the word "sphere" is used to describe the round shape of the earth. B. The student knows that the globe is very small and the earth is very large (scale). C. The student knows that a globe is the most accurate representation of the Earth because it has the same shape. D. The student knows that most maps provide more detail than globes.

State Goal	1
District Goal	
Program Goal	4

Related Area(s)

Suggested Activities: Grade(s) 2

Title: Maps and Globes
Group Size: entire class
Materials: story of Columbus' first voyage

Procedures:

- Read the story of Columbus' first voyage to the class.
- Discuss the belief at that time that the Earth was flat and the fear of falling off the edge.
- Show photos of Earth taken from space: Use the word "sphere."
- Discuss the size of the classroom globe compared to the Earth's actual size. (It is said that if a person could walk around the Earth without stopping, it would take one year.)
- Display both a world map and a globe. Ask students which is the more accurate shape.
- Ask students: "If a globe is more accurate, why do we use maps at all?" (convenience, maps can be folded, printed in books, more detailed, etc.)

Title: Spin the Globe (game)
Group Size: small groups
Materials: current globe

Procedures:

- Send a helper with two or more students to a quiet corner or to a center.
- With eyes closed, one student spins the globe and, as it slows, touch a spot with his/her fingertip. Student opens eyes and reads the place touched on the globe.

Suggested Monitoring Procedures

Possible Resources

Book:
The First Book of Maps and Globes, Sam and Beryl Epstein

District Resources

Suggested Activities: Grade(s) 2	Suggested Monitoring Procedures	Possible Resources
. Proceed with next students. . (Make the game more complicated by using U.S. wall map for Touch and Say.)		
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 2

Student Learning Objective(s) A. The student is able to find and identify some oceans, continents, countries, states and cities on globes and maps. B. The student knows that an atlas contains many different kinds of maps.

State Goal	1
District Goal	
Program Goal	4

Related Area(s) ____

Suggested Activities: Grade(s) 2

Title: Outline Maps of World
Group Size: individual
Materials: large outline map (2½' x 5') of the world. Label continent silhouettes (not labeled)

Procedures:

- Teacher directs students to take turns in placing the individual silhouettes correctly on the large map, naming the continents as they do it.

Title: Continents
Group Size: entire class
Materials: globe or map showing land masses and water, but without names on it.

Procedures:

- Teacher writes the names of the continents on the board: North America, South America, Asia, Australia, Africa, Europe, Antarctica.
- Direct the students to point out and name the continents.

Title: Where Was It Made?
Group Size: entire class
Materials: labels with "Made In ________" (country) on them

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Suggested Monitoring Procedures

Observation of groups and individuals.

Possible Resources

Books:
First Book of Maps and Globes, Sam and Beryle Epstein
Story of Maps, Monroe Schere
Illustrated Atlas for Young Americans, C.S.Hammond & Co.

Films:
Learning to Study Your State, Coronet
Maps - Land Symbols, Academy

Game:
The Four Color Game, Herder & Herder

Globe
Wall map

Cassettes:
Where and Why, cassette #1 Nystrom & Co.
First Steps with Maps and Globes, Rand McNally and Co.

District Resources

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Suggested Activities: Grade(s) 2

Suggested Monitoring Procedures

Possible Resources

Procedures:

- Teacher asks students whether or not they have seen "Made in Italy," "Made in Japan," etc., on a can label or on the bottom of an object.
- Ask students to look for the label and tell other students what the project was and where it was made.
- Ask students to locate the cities, states or countries on a map and determine the ways the products could be have been transported.

Title: States
Group Size: entire class
Materials: worksheets with maps of U.S.

Procedures:

- Distribute maps to each student. Ask students to locate the state he/she lives in and three other states. (Incorrect spellings accepted.)

Title: Wall Map Game
Group Size: individual
Materials: wall map of U.S.A., colored pins

Procedures:

- Teacher directs students to place colored pins on the map to mark places mentioned or read about in "Weekly Reader."
- Once a month, review the states by asking what happened in New York, for example.
- All pins should be pulled off so the class can start over.

Title: The State We Live In
Group Size: entire group
Materials: wall map

Procedures:

- Ask students: "Do you know what state we live in?" Take any correct answer and ask to locate Washington on a map. (Provide assistance if necessary and use cardinal direction.)

District Resources

Suggested Objective Placement 2

State Goal	1
District Goal	
Program Goal	4

Student Learning Objective(s) A. The student is able to find and identify some oceans, continents countries, states, and cities on globes and maps. B. The student knows that an atlas contains many different kinds of maps.

Related Area(s)

Suggested Activities: Grade(s) 2	Suggested Monitoring Procedures	Possible Resources

- Ask students if they have been in other states and direct them to locate these states on the map.
- Ask students if they are familiar with other states.
- Explain that all states together make up the U.S.A.

Title: Atlas Reading
Group Size: entire group
Materials: large atlas

Procedures:

- Using a large atlas, show the students how to find a city, country , river, etc., in the index and by using the key find the map page and the exact location of place desired.
- Explain and show that an atlas has many different kinds of maps.
- If possible, leave an atlas on the reading table for a period for interested students to look through.

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

SUBJECT: Social Studies

SPECIFIC AREA: Map Skills--Geographic Knowledge

	Page	Suggested Grade Placement	District Placement				
			K	1	2	3	4
The student knows:							
. the names and locations of the seven continents and four oceans.	393	3					
. the difference between the terms continents, oceans, countries, states and cities.	395	3					
. that the equator is an imaginary line that divides the earth in half, midway between the north and south poles.	397	3					
. that the word "hemisphere" describes half of a sphere and that the earth can be divided into any number of hemispheres.	399	3					
. that all of the earth north of the equator is the northern hemisphere and that all of the earth south of the equator is the southern hemisphere.	401	3					
. that winter, spring, summer and autumn are the names of the seasons and that the tilt of the earth and its movement around the sun is the cause of seasonal changes.	403	3					
. the term "distortion" and that a globe is a more accurate representation of the earth than a flat world map.	405	3					
. that world maps can be more detailed and convenient to use than globes and that they are valuable references as long as the observer is aware of the distortion.	407	3					
The student is able to:							
. locate the equator on maps and globes.	397	3					
. locate the northern and southern hemispheres on a globe.	401	3					
. indicate how the climatic conditions of an area would change with the changes of the angle of the sun's rays upon the earth.	403	3					
. use the term "distort (ed, ion)" to explain why the globe is a more accurate representation of the earth than a flat world map.	405	3					
. give reasons why world maps are sometimes more useful than globes.	407	3					
. label the seven continents and four oceans on either a nameless slate globe or a world map.	393	3					
. give examples of a continent, ocean, country, state and city on a globe.	395	3					
The student values:							

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OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER ______________

SMALL SCHOOLS PROJECT

Suggested Objective Placement 3

Student Learning Objective(s) A. The student knows the names and locations of the seven continents and four oceans. B. The student is able to label the seven continents and four oceans on either a nameless slate globe or a world map.

State Goal	1
District Goal	
Program Goal	7

Related Area(s)

Suggested Activities: Grade(s) 3

Title: Labeling Maps
Group Size: entire class or small group
Materials: globe, outline maps or worksheets

Procedures:

- Using a globe as a reference, have students label and color continents and oceans on paper desk outline maps.

Title: Make A Globe
Group Size: small group
Materials: balloons, strips of paper, paste or glue

Procedures:

- Make a simple globe by pasting strips of paper on a balloon. Have students draw and color the continents, emphasizing shapes and sizes.

Title: Twenty Questions
Group Size: small group
Materials: globe

Procedures:

- Play Twenty Questions. Use a globe for reference. The answer must be "yes" or "no" until the correct answer is achieved.
- Ask one of the students to think of a continent or ocean. The student responds to questions in this manner.

"Is it an ocean?" "No."
"Is it a small continent?" "Yes."
"Is this continent attached to Asia?" "No."
"Is it crossed by the equator?" "No."
"Is it Antarctica?" "No."
"Is it Australia?" "Yes."

Suggested Monitoring Procedures

Have students name the seven continents.

Have students name the four oceans.

Have students locate on an outline map the seven continents and four oceans.

Possible Resources

Films:
Our Round Earth: Its Atmosphere, Coronet
Our Round Earth: Its Water, Coronet
Our Round Earth: What It's Like, Coronet
Learning About Land and Water, AIMS

Globes (regular and outline)
World desk outline maps

Transparency:
Development of Social Studies Skills Set No. 700, #2718, Cram Company

District Resources

Suggested Activities: Grade(s) 3

(This game contributes to learning the names and locations of continents and oceans.)

Title: Identifying Continents and Oceans
Group Size: entire class
Materials: outline maps or worksheets, maps and globes

Procedures:

. Give students desk outline maps of the world. They must identify each continent and ocean and write the correct names on it.

Suggested Monitoring Procedures

Possible Resources

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 3

Student Learning Objective(s) A. The student knows the difference between the terms continents, oceans, countries, states and cities. B. The student is able to give examples of a continent, ocean, country, state and city on a globe.

State Goal	1
District Goal	
Program Goal	7

Related Area(s)

Suggested Activities: Grade(s) 3

Title:	Where We Live
Group Size:	entire class
Materials:	paper, pencils, duplicated sheets with the following terms at the top: City State Country Continent Planet

Procedures:

- Divide the class into two teams which are fairly equal in ability. Give each student a duplicated sheet.
- Write a series of words on the board, one at time, allowing each student enough time to write each word in the correct place on his/her sheet.
- An example of one series is: North America, earth, Everett, Washington.
- After a number of series are presented, the team having the greatest number of correct answers wins.
- Note: The correct kinds of globes and maps will help achieve these objectives. Globes with different color countries and states are the most appropriate. In addition, they should have a hierarchy of type size and color. For example, all oceans will be shown in large white letters, all continents in large red letters, etc.

Title:	Citing Examples
Group Size:	small group
Materials:	globe

Suggested Monitoring Procedures

Have students match names with definitions on a globe.

Have students list specific continents, oceans, countries, etc., under their proper headings.

Possible Resources

Globes (with appropriate colors and type styles)

World and U.S. wall maps

District Resources

Suggested Activities: Grade(s) 3	Suggested Monitoring Procedures	Possible Resources
Procedures: . Using a globe, demonstrate examples of continents, oceans, countries, states and cities. . Have students also point out examples. . Continue until students can easily show examples of each of the items on the globe.		
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 3

Student Learning Objective(s) A. The student knows that the equator is an imaginary line that divides the earth in half, midway between the north and south poles. B. The student is able to locate the equator on maps and globes.

State Goal	1
District Goal	
Program Goal	7

Related Area(s)

Suggested Activities: Grade(s) 3

Title: Defining Equator
Group Size: small group
Materials: globe

Procedures:

- Give students a globe and first have them point out the north and south poles.
- Next, have them "discover" the printed name "equator" on the globe by asking them to find the name of the largest east-west grid line on the globe. When they find it, ask them where it appears to be located on the globe.
- Discuss the meaning of the word "equator."

Title: Conceptualizing Equator
Group Size: entire group
Materials: ball or orange

Procedures:

- Cut a ball or orange in half. Discuss and relate the area of the "slice" to the equator.
- Discuss significance of "imaginary line" vs. "real line" on a globe.

Title: Locating Equator
Group Size: small group
Materials: maps and globes

Procedures:

- Have students locate the equator on both globes (tracing all the way around) and world maps (tracing all the way across).

785

Suggested Monitoring Procedures

Have students locate the equator on a map or globe.

Have students explain that the equator is a point of reference.'

Possible Resources

Globes

World wall map

Cassette:
The First Steps with Maps and Globes, Rand McNally

District Resources

786

Suggested Activities: Grade(s) 3

Suggested Monitoring Procedures

Possible Resources

Title: North and South Game
Group Size: large
Materials:

Procedures:

- Divide class into two groups, one north and one south of an imaginary line.
- On directions from teacher group you state will perform a simple task. Examples: People north of the room's equator stand up. People south of the equator touch your toes.

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 3

Student Learning Objective(s) The student knows that the word "hemisphere" describes half of a sphere and that the earth can be divided into any number of hemispheres.

State Goal	1
District Goal	
Program Goal	7

Related Area(s)

Suggested Activities: Grade(s) 3	Suggested Monitoring Procedures	Possible Resources
Title: Hemispheres **Group Size:** entire class or small group **Materials:** flashlight, ball **Procedures:** . Discuss the word "hemisphere." Hemi means half. Have students pronounce it often and learn to spell it. . Shine a light on a ball while students observe that the lighted side is one hemisphere and dark side another. . Next, move the light sources so it is shining on two new hemispheres. Ask them how many hemispheres they think there are. . Continue moving the light source to different positions until they reach the conclusion that there can be an infinite number of hemispheres.	Have students point out on a globe the four major hemispheres. Have students define the word "hemisphere."	Ball, globe **Transparencies:** Development of Social Studies Skills Set #700, #2717, Cram Company District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources
771		772

SMALL SCHOOLS PROJECT

Suggested Objective Placement 3

Student Learning Objective(s) A. The student knows that all of the earth north of the equator is the northern hemisphere and that all the earth south of the equator is the southern hemisphere. B. The student is able to locate the northern and southern hemispheres on a globe.

State Goal	1
District Goal	
Program Goal	7

Related Area(s)

Suggested Activities: Grade(s) 3

Title: Matching Game
Group Size: entire class
Materials: worksheet or chalkboard

Procedures:

- Below are some words that were used during the map study. Have students match each word in the first column with the correct statements in the second column. Example:

Continent
Hemisphere
North Pole
Globe
Sphere

a model of the earth
the most northern point on earth
one-half of the earth
a very large body of land
the shape of our planet

Title: Identifying Northern and Southern Hemispheres
Group Size: entire class
Materials: string, globe

Procedures:

- Use a piece of string to divide the earth into two hemispheres. Wrap the string around the globe at the equator.
- Have students look at the entire half of the globe between the equator and the north pole. That half is called the Northern Hemisphere.
- Find the half between the equator and the south pole. That half is called the Southern Hemisphere.
- Ask: "Do you live in the northern or southern hemisphere?" "Which of these hemispheres has more land?" "Which hemisphere has more water?"

Suggested Monitoring Procedures

Have students point out on a map or globe the northern and southern hemispheres.

Possible Resources

Globes

Cassettes:
Where and Why cassette no. "Hemisphere," Nystrom
The First Steps with Maps and Globes, Rand McNally.

District Resources

Suggested Activities: Grade(s) 3	Suggested Monitoring Procedures	Possible Resources
Title: Hemisphere Tic Tac Toe **Group Size:** entire class **Materials:** globes **Procedures:** . Divide the class into two teams. As each student's turn comes up he/she should have a globe to look at. . Give the first student on one team the name of a country, continent or city. If the student correctly identifies the hemisphere in which it is located, an X can be placed anywhere the student chooses on the Tic Tac Toe diagram. . The first student on the O team would be given a different place to find. If the student cannot give the correct hemisphere, that student cannot place an O on the diagram and the turn goes back to the X's.		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 3

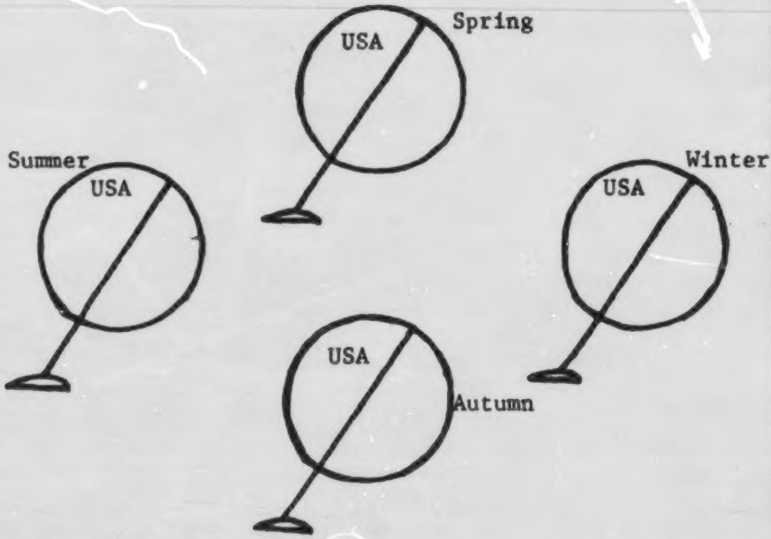
Student Learning Objective(s) A. The student knows that winter, spring, summer and autumn are the names of the four seasons and that the tilt of the earth and its movement around the sun is the cause of seasonal changes. B. The student is able to indicate how the climatic conditions of an area would change with the changes of the angle of the sun's rays upon the earth.

Related Area(s) Science

State Goal	1
District Goal	
Program Goal	7

Suggested Activities: Grade(s) 3

Title: Why Seasons Change
Group Size: entire class or small group
Materials: globes, light



Procedures:

. Move one globe in a counterclockwise direction. Emphasize that it is the angle of the direct rays of the sun and not the distance that causes the seasons to change.

Suggested Monitoring Procedures

Have students label seasonal positions on a worksheet of a globe in the four seasonal positions.

Possible Resources

Film:
Shadows On Our Turning Earth, Bailey Film Associates

Filmstrips:
The Four Seasons, EBE
Seasons, Currie Material

Cassette:
Where and Why, cassette "Seasons", Nystrom (used with a lighted planetarium)

District Resources

Suggested Activities: Grade(s) 3	Suggested Monitoring Procedures	Possible Resources

Title: Illustrating Seasons
Group Size: entire class
Materials; paper or pictures

Procedures:

. Have students collect or draw pictures depicting the four seasons.

Title: Making Mosaic Maps
Group Size: small group
Materials: paper, paints, glue, scissors

Procedures:

. Landscape colors of North America in each of the four seasons can be an enjoyable experience and worthwhile activity. However, sufficient research should be done to determine the average climatic conditions in each of these four months: March, June, September and December.

. Students should plan their own materials and methods. Such a map should start with a large outline map of North America on which white triangles could be pasted, one overlapping another, to represent snow covered mountains. Dark green triangles could be used to represent trees; brown, yellow or green squares for fields; red, yellow or purple circles for fruit; pink or lavender circles or fancy shapes for flowers, etc. Strips of gummed tape may be colored and applied as needed.

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 3

Student Learning Objective(s) A. The student knows the term "distortion" and that a globe is a more accurate representation of the earth than a flat world map. B. The student is able to use the term "distort (ed, ion)" to explain why the globe is a more accurate representation of the earth than a flat world map.

Related Area(s)

State Goal	1
District Goal	
Program Goal	7

Suggested Activities: Grade(s) 3

Title: Distortion
Group Size: entire class or small group
Materials: as noted

Procedures:

- World maps have varying degrees of distortion, depending upon the projection. For purposes of illustration, you will want to select projections which show extremes.
- Essentially, flat world maps distort shapes and sizes. It is impossible to duplicate a round surface without distorting either the shape or size, or both. A Mercator projection is a good example of extreme size distortion.
- Have students observe the size of Greenland on this projection and compare it with the size of South America. Then, have them make this same comparison on a globe. This comparison is quite graphic.
- To illustrate shape distortion, use an equal area projection such as a Mollweide. On this projection the sizes of areas are relatively proportionate, but the shapes are greatly distorted.
- Again, always compare with the globe to reinforce the fact that the globe is the most accurate reference to use when comparing the shapes or sizes of large areas.
- Variations: Rubber Ball: Use rubber balls to show distortion of flat world maps. Cut a rubber ball in half and try to flatten it out on a piece of paper.

Suggested Monitoring Procedures

Have students correctly define the word "distortion."

Have students correctly answer the following questions:
What is the best representation of the earth's surface--a flat map or a globe? Why?

Possible Resources

Book:
Map Making: The Art That Became Science, Lloyd A. Brown, Little Brown & Co.

Films:
Earth, Man's Home, Unit 1 of The Earth We Live On, EBE
Our Big, Round World, Coronet
Introducing Globes, Bailey Film Associates

Mercator World Desk Outline Map

Equal Area World Desk Outline Map

Cassette:
Where and Why, cassette no. 11, "Distortion, Part I," Nystrom

District Resources

Suggested Activities: Grade(s) 3	Suggested Monitoring Procedures	Possible Resources
Nystrom Form A Globe Activities: Have students assemble perforated paper world outline maps (flat) into their own globe. Follow activities in Form A Globe Guide.		
		District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 3

Student Learning Objective(s) A. The student knows that world maps can be more detailed and convenient to use than globes and that they are valuable references as long as the observer is aware of distortion. B. The student is able to give reasons why world maps are sometimes more useful than globes.

State Goal	1
District Goal	
Program Goal	7

Related Area(s)

Suggested Activities: Grade(s) 3

Title: Comparing Maps and Globes
Group Size: entire class or small group
Materials: maps, globes

Procedures:

- All flat maps are not distorted--just small scale ones. While it is important that students know of the accuracy of a globe, it is just as important they know the useful characteristics of flat world maps.
- Ask students why they think a world map might be better than a globe, leading them to the conclusions that they are often more convenient to use, they are usually more detailed and larger, the whole world can be seen at one time, etc.

Suggested Monitoring Procedures

Have student select the best resource for planning a trip to Disneyland.

Have student select the best resources for finding the shortest distance and proper direction to locate a specific point in another hemisphere.

Possible Resources

Globe

World wall map

Game:
Euro-Card, International Learning Corporation

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

787

788

SMALL SCHOOLS PROJECT

SUBJECT: Social Studies

SPECIFIC AREA: Map Skills--Symbolism

	Page	Suggested Grade Placement	District Placement				
			K	1	2	3	4
The student knows:							
. that the key and/or legend is used to interpret symbols on a map.	411	3					
. that maps show both man-made and natural features on earth (bridges, dams, roads, cities, mountains, lakes, rivers, islands).	413	3					
. the difference between map symbols for an international boundary and a national boundary, cities of different sizes and capital cities on a United States map.	415	3					
The student is able to:							
. use a key and/or legend to interpret map symbols shown on a map.	411	3					
. identify the natural and man-made features shown on a map.	413	3					
. show examples of an international boundary, a national boundary, a city of over one million and a capital city on a United States map.	415	3					
The student values:							

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER ________________

SMALL SCHOOLS PROJECT

Suggested Objective Placement 3

Student Learning Objective(s) A. The student knows that the key and/or legend is used to interpret symbols on a map. B. The student is able to use a key and/or legend to interpret map symbols shown on a map.

State Goal 1

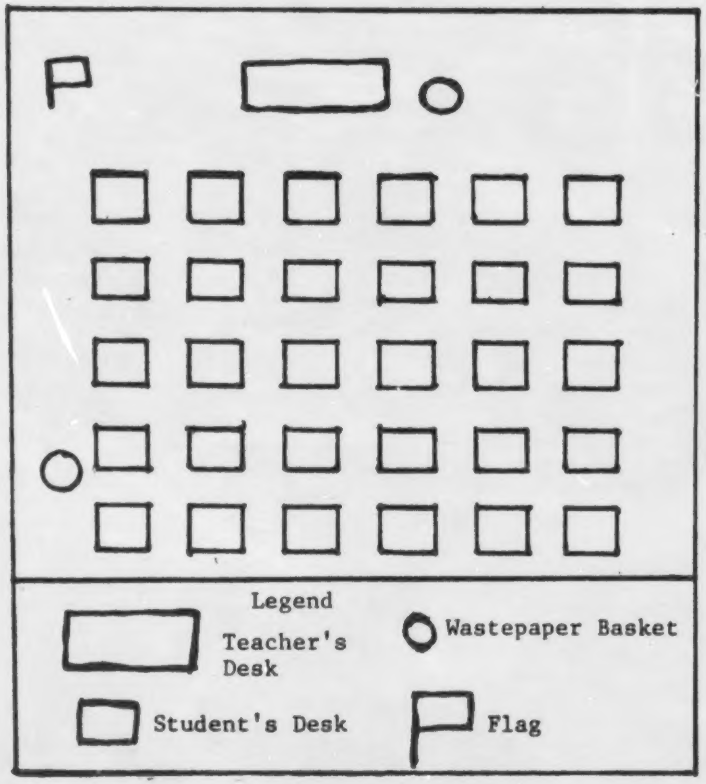
District Goal

Program Goal 7

Related Area(s)

Suggested Activities: Grade(s) 3

Title: Using A Map Legend
Group Size: entire class or small group
Materials: worksheet



Suggested Monitoring Procedures

Have students locate specific items on a map using the legend.

Have students match names on a map with the proper symbols.

Possible Resources

Filmstrips:
Learning to Use Maps, Series 6, EBE
Locating Places on Maps, EBE
Reading Directions on Maps, EBE
Reading Physical Maps, EBE

Globes, U.S.A. and world wall maps with legends.
Map Symbols & Geographic Concepts Charts (real photos with accompanying symbols)

Kits:
Maps Show the Earth, Nystrom

Cassette:
Where and Why, cassette #2, "What is a Map?". Nystrom
How to Use Maps, Denoyer Geppert

Disrict Resources

Suggested Activities: Grade(s) 3

Suggested Monitoring Procedures

Possible Resources

Procedures:

- Use the key to find answers to the following questions.
  1. What do you think this map shows?____________
  2. How many flags?________________
  3. How many teacher's desks?_____________
  4. How many student's desks?_____________
  5. How many wastepaper baskets?___________
- Students make up symbols for items around the school, draw and share with class.
- Using legend symbol cutouts, students play tic-tac-toe. Two students at chalkboard #1 shows #2 a symbol. If #2 can correctly identify the symbol, he/she puts X/O on the number on the board. If not identified by #2, then #1 must correctly identify and put X/O on the board. Then #2 shows #1 a symbol, etc.
- Have a map of the surrounding area and school that has symbols. Take a trip to actually locate on the grounds the symbols of the map.
- Have several types of maps available so that students may explore many different legends on maps.
- Make an imaginary treasure map. As a class decide on symbols to use on the legend. Put a legend on the map each student makes.
- Use a photograph or drawing of an area such as a downtown section or a residential area. Identify buildings and other objects seen in the picture. Make up symbols for building, streets, houses, etc. Then draw a map of the picture.

Transparencies:
The Language of Maps, EBE

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 3

Student Learning Objective(s) A. The student knows that maps show both man-made and natural features on earth (bridges, dams, roads, cities, mountains, lakes, rivers, islands). B. The student is able to identify the natural and man-made fearures shown on a map.

State Goal 1
District Goal
Program Goal 7

Related Area(s) Language Arts

Suggested Activities: Grade(s) 3

Title: Man-Made and Natural Features
Group Size: small or large
Materials: wall maps

Procedures:

- Have students look at a wall map and list items that are (a) man-made and (b) those that are natural features.
- Natural Feature--Island:
  Have students locate and identify by name, islands in the Puget Sound area on a Washington map.
- Man-Made Features:
  Have students locate and identify by name cities, highways, dams, etc., on a map of Washington.

Title: 3-D Map
Group Size: individual or small
Materials: clay, paper mache' supplies

Procedures:

- Make a paper mache' or clay relief map that can be partially filled with water to show how islands are formed.

Title: Creative Writing
Group Size: small or large
Materials: paper, pencil

Procedures:

- Have students write about the things they think they would need in order to survive on a deserted island.

Suggested Monitoring Procedures

Have student identify colors used on a map or globe of man-made and natural features.

Have student put under the proper heading Man-Made and Natural Features, from a map depicting man-made and natural features.

Possible Resources

Charts:
Map Symbols and Geographic Concepts, Nystrom

Kit:
Learning to Use Maps and Globes, Step II - Intermediate Unit, Cram Company

Wall map of Washington

District Resources

Suggested Activities: Grade(s) _______	Suggested Monitoring Procedures	Possible Resources
		District Resources

798

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SMALL SCHOOLS PROJECT

Suggested Objective Placement 3

Student Learning Objective(s) A. The student knows the difference between map symbols for an international boundary and a national boundary, cities of different sizes and capital cities on a United States map. B. The student is able to show examples of an international boundary, a national boundary, a city of over one million and a capital city on a United States map.

State Goal 1
District Goal
Program Goal 7

Related Area(s)

Suggested Activities: Grade(s) 3

Title: Interpreting Map Symbols
Group Size: entire class or small group
Materials: maps

Procedures:

- . Have students identify international and national boundaries on a map of Washington.
- . On a United States wall map, have students (a) find four states that are bounded entirely by imaginary, man-designated lines, (b) determine the population size of selected cities, and (c) identify the capitals of selected states, including Washington.
- . May also be done with Washington State road maps.

Title: Map Flash
Group Size: small group
Materials: paper and pencil for each player; a set of large tagboard cards having outline maps of the U.S. with a different state colored on each and the name of that state and a number on the back.

Procedures:

- . The teacher stands before the players and flashes the cards in the order they are numbered. The students write the name of each state as it is flashed and number the names in order. The student with the greatest number of correct responses is the winner.
- . Variation: Sections of the U.S. or countries on a continent could be used.

Suggested Monitoring Procedures

Have student point out on a map information about boundaries, cities and capitals.

Given a blank outline map with numbered map symbols, have students identify the required symbols.

Possible Resources

Charts:
Map Symbols and Geographic Concepts, Nystrom
World, U.S. and Washington wall map

Cassette:
Where and Why Cassette, #18, "Boundaries and Cities," Nystrom.

District Resources

5

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources
		District Resources

Suggested Activities: Grade(s) 3	Suggested Monitoring Procedures	Possible Resources

1. What ocean is west of the continent where you live?
2. What ocean is east of the continent where you live?
3. Find Europe. What ocean is north of Europe?
4. Find Asia. What ocean is south of Asia?
5. Find Australia. What ocean is west of Australia?
6. What is the only direction you can travel from the north pole?
7. In what direction is South America from the south pole?

. Variation: A hunter walked two miles south from camp. The hunter then walked two miles west and was scared by a bear. He ran two miles north and ended up in camp again! What kind of a bear was it and where was the camp? (Polar bear - north pole.) Can only be seen on a globe.

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 3

Student Learning Objective(s) A. The student knows that north is toward the north pole, south is toward the south pole and that north, south, east and west can be determined on a globe by following along the printed grid lines. B. The student is able to locate any place north, south, east or west of a given reference on a globe by using the grid lines as a guide.

Related Area(s)

State Goal	1
District Goal	
Program Goal	7

Suggested Activities: Grade(s) 3

Title: Grid Lines
Group Size: small group
Materials: globes

Procedures:

- Have students observe the printed lines on the globe that are drawn between the poles. Have them notice that they all meet at the poles. Call them "north-south grid lines."
- Have students use their fingers to trace over any of these lines, first moving toward the north pole and then the south pole. Remind them they are moving north and south, respectively, on the globe.
- Have them place their fingers between any two printed lines and move toward the poles, illustrating they do not have to be on a grid line to find north and south but that they are using the grid lines on either side as a guide.
- Have them go north to the north pole and stop. Then have them find the grid line opposite the one they travelled north on. Have them continue along that line. They are now moving south!
- Follow this procedure, using the east-west grid lines.

Title: Can You Find Your Way?
Group Size: small group
Materials: globes

Procedures:

- Have students answer questions below by locating the places on the globe and writing them on a paper numbered from 1 to 7.

Suggested Monitoring Procedures

Have students locate the north and south poles on a globe.

Have students determine east and west by pointing to the grid lines.

Have students locate any given reference, using grid lines.

Possible Resources

Globes

Cassette:
Where and Why, cassette #4 "Directions on Globes," Nystrom Co.
The First Steps with Maps and Globes, Rand McNally

Book:
What We Find When We Look at Maps, John E. Oliver, McGraw-Hill

Kit:
How To Use Globes, Denoyer-Geppert

District Resources

Suggested Activities: Grade(s) ______	Suggested Monitoring Procedures	Possible Resources

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 3

Student Learning Objective(s) A. The student knows that the cardinal directions are determined by the south and north poles. B. The student is able to locate and identify the north and south poles on a globe.

State Goal	1
District Goal	
Program Goal	7

Related Area(s)

Suggested Activities: Grade(s) 3

Title: Defining Axis and Poles
Group Size: entire class or small group
Materials: as noted

Procedures:

- Give each student a styrofoam ball with a dowel through it to represent the earth's axis. Explain that without common agreement, the directions would have little meaning. Identify the poles as reference points for the directions north and south.
- Use a toy top to illustrate the earth spinning on its axis and the north and south poles.

Title: Identifying Poles
Group Size: small or large
Materials: globe

Procedures:

- Use a globe and ask the following questions:
  (a) The point farthest north on earth is called the north pole. Find this point on the globe. Is the north pole on land or water?
  (b) The farthest point south is the south pole. Find this point on the globe. Is the south pole on land or water?

810

Suggested Monitoring Procedures

Have students name the two cardinal directions.

Have students point out on a globe the north and south poles.

Possible Resources

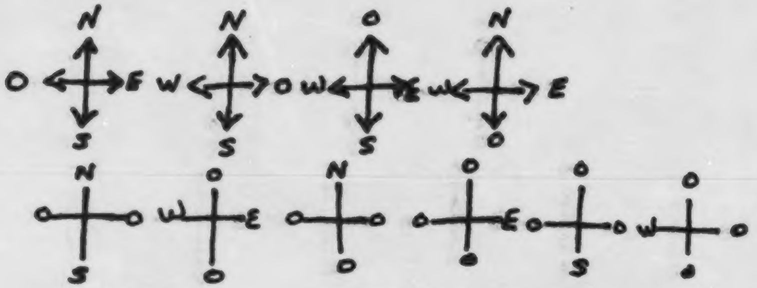
globes
styrofoam balls
toy top

Cassette:
The First Steps with Maps and Globes, Rand McNally

District Resources

811

Suggested Activities: Grade(s) 3



Title: Directions Worksheet
Group Size: entire class
Materials:

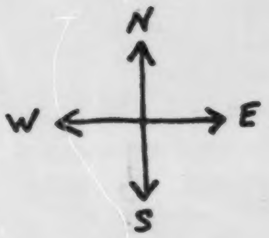
Procedures:

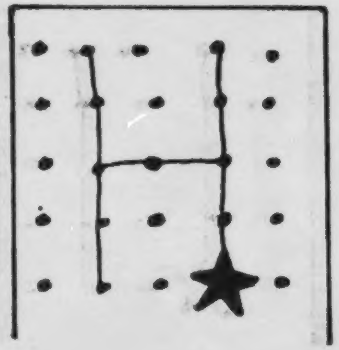
. Prepare a worksheet which becomes progressively more difficult, as illustrated.

Title: Direction Drill
Group Size: small or large
Materials: worksheet

Procedures:

. Start with the star and, always keeping pencil on the paper, have students move their pencil four dots north making an unbroken line. Now move pencil two dots south. Next, have students move two dots west. Move two dots north and then four dots south. Ask students what letter they have drawn. (H)





Suggested Monitoring Procedures

Possible Resources

Transparencies:
#2700 series, Cram Co.

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 3

Student Learning Objective(s) A. The student knows the names of the four main directions and their opposites. B. The student is able to determine any of the other three directions when given either north, south, east or west as a reference.

State Goal	1
District Goal	
Program Goal	7

Related Area(s)

Suggested Activities: Grade(s) 3

Title: Internalizing Directions
Group Size: small or large
Materials:

Procedures:

- Place large cards or letters on the walls of the classroom to help orient students to directions inside the building.
- Have a set of four students stand at the front of the room. Let another student give directions to turn. When a student misses a direction a new students may take his/her place.
- Go outdoors. Talk about one direction at a time. Ask students what they see facing north, then south, etc. Locate objects that are particular directions from the school. State a place and see if they can guess the direction.
  Sample: Rice Creek is which way from the school? The shopping center is which direction from the school? etc.
- Review correct usage of words up and down to avoid confusing those words with north and south. Up means away from the earth. Down means toward the center of the earth. Draw pictures showing examples like: People climb up a mountain.
  Rockets go up into the air.
  A child digs down into the ground.
  Water falls down over a cliff.

Suggested Monitoring Procedures

Student names the four major directions and their opposites.

Student diagrams the four principal directions.

Given three principal directions the student identifies or names the fourth direction.

Possible Resources

Films:
If Your Could See The Earth, EBE
Reading Maps,EBE
The Language of Maps, EBE
Which Way is North? EBE

Cassette:
Where and Why, cassette # 3, "Four Main Directions," Nystrom Co.

Kit:
Maps Show the Earth, Nystrom Co.
The First Steps with Maps and Globes, Rand McNally

District Resources

Suggested Activities: Grade(s) 3

Suggested Monitoring Procedures

Possible Resources

Title: Observing Shadows
Group Size: small group
Materials:

Procedures:

- The student should discover that early in the morning our shadow points west, at noon it is very short but it does point north, and in the late evening the shadow points east.
- Variations:

  Set objects on a table, move a flashlight overhead through the cycle and observe the shadows. Orient to proper east-west directions in the room.

  Draw a picture of the earth and of yourself standing on it at noon on a summer day. Where is the sun? Draw it too.

  Have students draw themselves with, morning, noon and afternoon shadows.

District Resources

SMALL SCHOOLS PROJECT

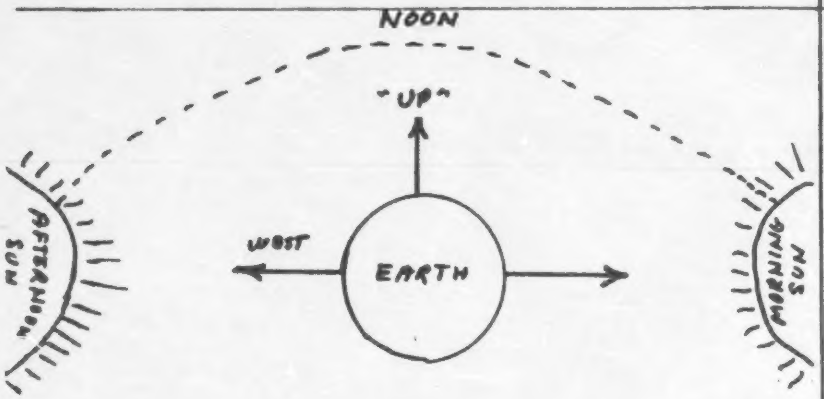
Suggested Objective Placement 3

Student Learning Objective(s) A. The student knows that the sun appears to rise in the east and set in the west. B. The student is able to determine east or west from the position of the sun.

State Goal 1
District Goal
Program Goal 7

Related Area(s) Science

Suggested Activities: Grade(s) 3



Title: The Sun's Position
Group Size: entire class
Materials: flashlight and globe

Procedures:

- Using a flashlight and globe, illustrate the above cycle: In which direction does the sun rise?
  Where is the sun at noon?
  In which direction is the sun at sunset?
- Variations: Use an overhead projector and have a student demonstrate the above cycle to the rest of the class, or use a flannelboard.

Suggested Monitoring Procedures

Have students point out the directions--E, W, S, N.

Have the students answer the following questions:

In which direction does the sun rise?

Where is the sun at noon?

In which direction is the sun at sunset?

Possible Resources

Kit:
Maps Show the Earth, Nystrom Co.
How Earth Moves, Denoyer-Geppert.

District Resources

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER ____________

SMALL SCHOOLS PROJECT

SUBJECT: Social Studies

SPECIFIC AREA: Map Skills--Directions

	Page	Suggested Grade Placement	District Placement				
			K	1	2	3	4
The student knows:							
. that the sun appears to rise in the east and set in the west.	419	3					
. the names of the four main directions and their opposites.	421	3					
. that the cardinal directions are determined by the south and north poles.	423	3					
. that north is toward the north pole, south is toward the south pole and that north, south, east and west can be determined on a globe by following along the printed grid lines.	425	3					
The student is able to:							
. determine east or west from the position of the sun.	419	3					
. determine any of the other three directions when given either north, south, east or west as a reference.	421	3					
. locate and identify the north and south poles on a globe.	423	3					
. locate any place north, south, east or west of a given reference on a globe by using the grid lines as a guide (complete understanding of the grid system is not expected).	425	3					
The student values:							